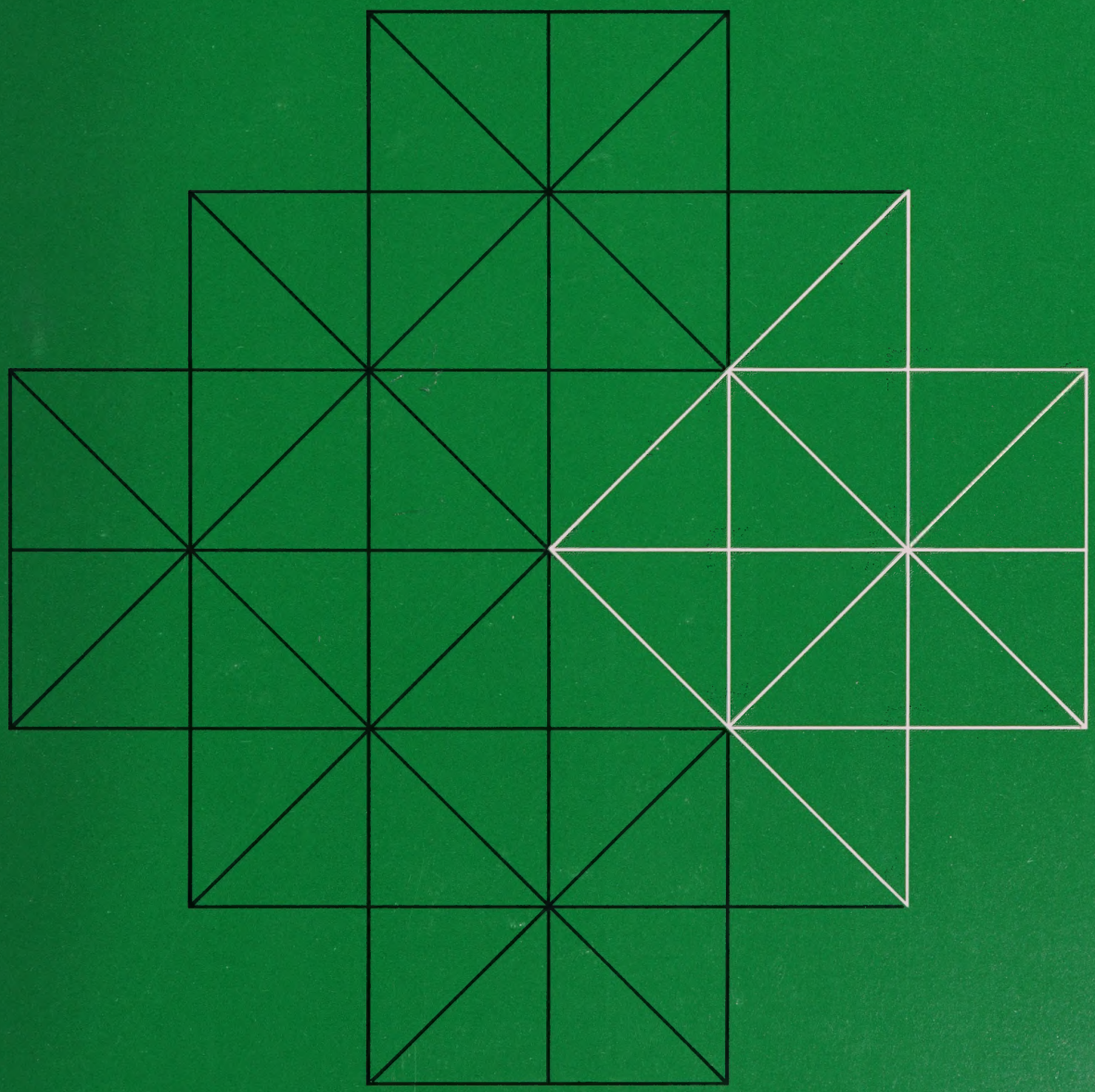
Rush-
Presbyterian-
St. Luke's
Medical Center
Chicago

Rush University
Rush Medical College
Bulletin
1980-81



Rush University Calendar

1980-1981

Fall Quarter	Orientation and Registration for New Students	September 18-19
	Classes Begin	September 22
	Classes End	November 26
	Thanksgiving Recess	November 26-30
	Examination Period	December 1-5
	Holiday Break	December 6-January 4
Winter Quarter	Classes Begin	January 5
	Classes End	March 13
	Examination Period	March 16-20
	Break	March 21-27
Spring Quarter	Classes Begin	March 28
	Memorial Day—No Classes	May 25
	Examination Period	June 8-12
	Commencement	June 13
	Break	June 13-21
Summer Quarter	Classes Begin	June 22
	Independence Day—No Classes	July 3
	Classes End	August 26
	Examination Period	August 28-29
	Break	August 30-September 7

The Second Year Medical College Program follows a slightly different calendar.

1981-1982

Fall Quarter	Orientation and Registration for New Students	September 8-9
	Classes Begin	September 10
	Classes End	November 18
	Examination Period	November 19-25
	Thanksgiving Recess	November 26-29
Winter Quarter	Classes Begin	November 30
	Holiday Break	December 23-January 3
	Classes Resume	January 4
	Classes End	February 24
	Examination Period	February 25-March 3
	Break	March 4-10
Spring Quarter	Classes Begin	March 11
	Classes End	May 26
	Examination Period	May 27-June 3
	Memorial Day—No Classes or Exams	May 31
	Commencement	June 5
Summer Quarter	Classes Begin	June 7
	Independence Day—No Classes	July 5
	Classes End	August 13
	Examination Period	August 16-20
	Break	August 21-September 7

1980-1981

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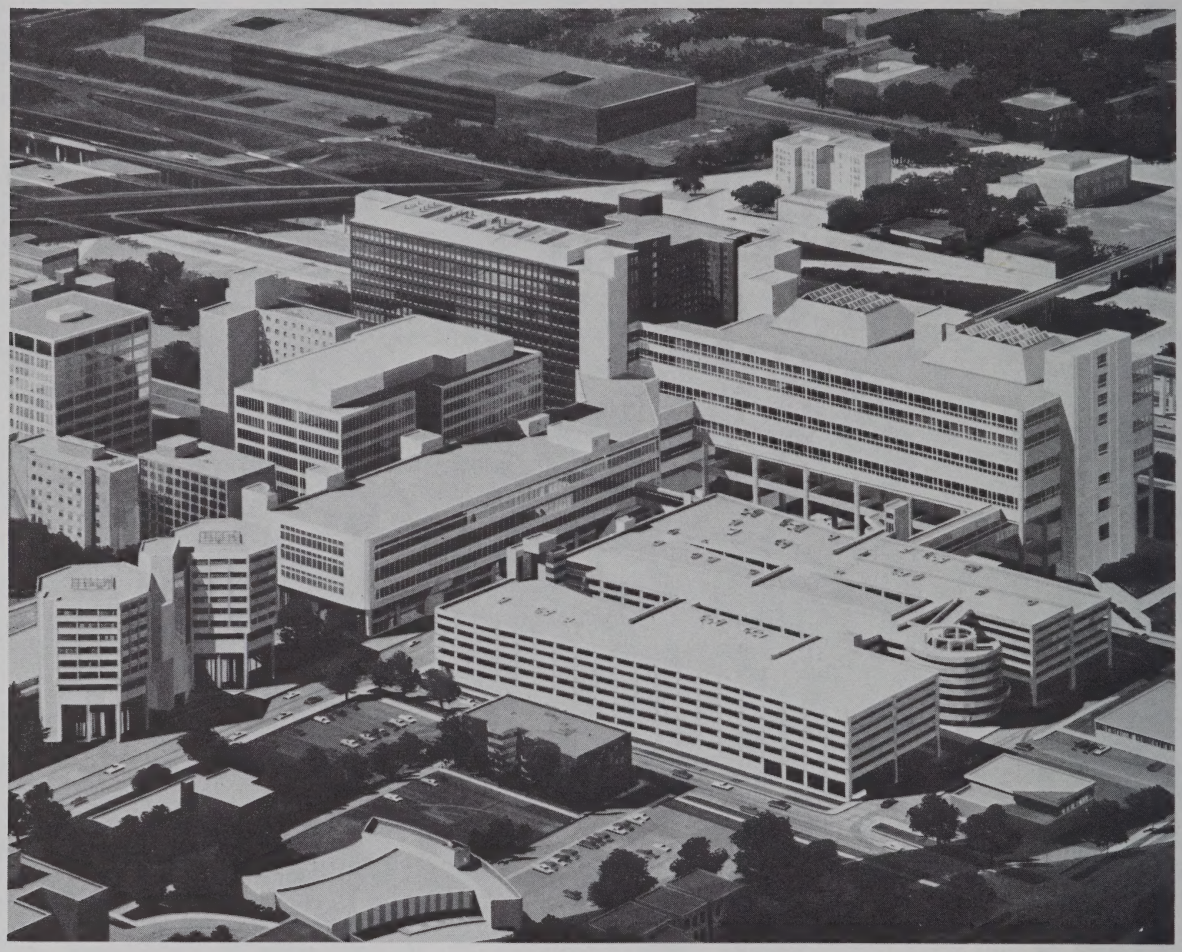
Medical
Center

Chicago

Rush University Rush Medical College Bulletin

This Bulletin is published for the faculty, students, and prospective students of Rush Medical College. The College reserves the right to make changes in any or all specifications contained herein and to apply such revision to registered and accepted students.

Rush University
Rush Medical College
600 S. Paulina Street
Chicago, Illinois 60612



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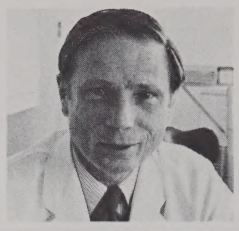


"The development of the capacity for true intellectual independence is the essence of dealing with any type of problem requiring the mental elasticity and growth which a life in medicine demands. To achieve this habit of mind is a goal of the faculty not only for you students but also for themselves.

James A. Campbell, M.D., President,
Rush-Presbyterian-St. Luke's Medical Center

Goals

Learning Environment

The primary goal of Rush Medical College of Rush University is to provide an outstanding learning environment for future physicians within the most comprehensive, current, and humane patient care setting. This goal is consistent with the tradition of the University, which bases its academic programs in the health care system and strives to create interdependent excellence in patient care, education, and scientific investigation. Toward this end, the faculty of Rush University and the staffs of Rush-Presbyterian-St. Luke's Medical Center and its affiliated hospitals are developing a comprehensive health care delivery system which extends the same standard of care to all patients and offers the continuous, personalized concern, as well as the consistent application of available technology, that characterizes the best in patient care.

Rush Medical College, with the College of Nursing and the College of Health Sciences, is part of the commitment of Rush-Presbyterian-St. Luke's Medical Center to develop a prototypical academic health care system. This voluntary system is directed toward providing quality education for sufficient numbers of health professionals to deliver care to a defined population of approximately 1.5 million people representing a diversity of social, economic, ethnic and racial backgrounds. The Rush network has as its core Rush-Presbyterian-St. Luke's Medical Center and extends at present to a network of eleven hospitals in urban, suburban and rural areas and a neighborhood health center. The Rush network comprises over 5,100 beds, 128,000 annual admissions and 250,000 emergency outpatient visits.

Rush Medical College seeks to develop a well-balanced program which will graduate approximately 120 physicians each year, at least half of whom will enter primary care disciplines, with the remainder entering specialties, research, and administrative areas in numbers appropriate to support such a system.

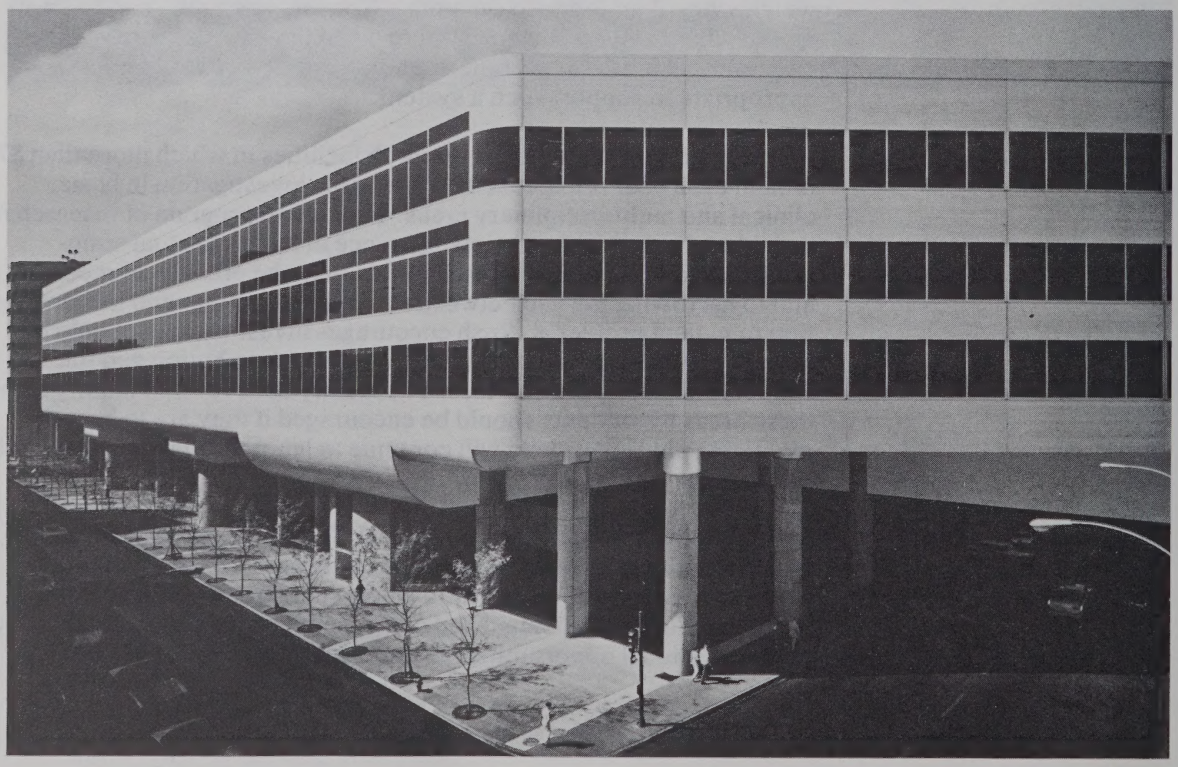
Research

The Medical Center includes research facilities in which more than $7 million each year is expended for scientific investigation in basic, clinical and multidisciplinary areas. This active program of research is considered essential for the maintenance of an intellectual atmosphere conducive to a scholarly approach to the practice of medicine and to narrowing the gap between scientific discovery and its application to patient problems. Rush encourages investigation not only of normal processes and disease but also of the distribution and the delivery of health care services. The faculty believes that inquiry into these areas by students should be encouraged if they are to become practicing physicians who will continue to learn throughout their medical careers.

Single Standard of Care

Rush-Presbyterian-St. Luke's Medical Center is a new and vigorous system that is attempting to combine the necessary personnel, facilities and programs to provide a single standard of comprehensive health care in an intellectual and clinical environment which offers the best educational opportunities to tomorrow's health professionals.

Students and faculty of Rush Medical College stand in the ruins of their school destroyed during the Chicago Fire of 1871 (top). By 1875, a new building had been erected on the corner of Harrison and Wood Streets. More than 100 years later, in September 1976, the new Rush University Academic Facility was dedicated. This building has direct connections to Presbyterian-St. Luke's Hospital and patient care and research facilities in the Jelke Southcenter Building, the Professional Building and the Johnston R. Bowman Health Center for the Elderly.



The Rush Tradition

The University and the Medical Center

The establishment of Rush University in 1972 built on a heritage that stretches back to 1837. On March 2 of that year, two days before the City of Chicago was incorporated, the Illinois State legislature chartered Rush Medical College. In 1885, the St. Luke's Hospital Training School of Nurses, the first antecedent of the College of Nursing, opened its doors to offer diploma education in nursing. In 1903, the Presbyterian Hospital School of Nursing accepted its first students. The forebears of the College of Health Sciences, which trains scholars in the basic sciences, can be traced to early members of the Rush Medical College faculty whose scientific inquiries led to numerous advances in the field of medicine.

Today, Rush University continues its tradition of commitment to the education of future health care practitioners and to the establishment of a rational system for the delivery of care to all segments of the population. The university is fully accredited to offer programs leading to the baccalaureate, master's and doctoral degrees, including the degree of doctor of medicine.

Affiliations with liberal arts colleges and universities provide students in the undergraduate programs of Rush University with solid foundations in the humanities and in the basic behavioral, biological, and physical sciences. A special program permits a small group of medical college students to complete the first year of the basic science curriculum at one of two affiliated colleges.

The Rush academic tradition bases the learning environment in the health care system. Rush-Presbyterian-St. Luke's Medical Center is the primary classroom of Rush Medical College.

Rush Medical College

Dr. Daniel Brainard, the founder of Rush Medical College, left Philadelphia and arrived in Chicago in 1836 when it was little more than a prairie village. He saw that the village would grow and soon need more physicians. Brainard had earned fame in the East and in Europe as an outstanding surgeon and investigator whose publications included studies on rattlesnake venom, the treatment of wounds with iodine, and the treatment of non-united fractures. Intimately correlated with Brainard's devotion to the practice of medicine and to research was his enthusiasm for medical education and teaching. It was his foresight and dedication that led him to gather a faculty for a new medical school and to name the college after Dr. Benjamin Rush, the Father of American Psychiatry and a signer of the Declaration of Independence.

Rush Medical College began its first session of 16 weeks on December 4, 1843, with 22 students enrolled. The first faculty included James Van Zandt Blaney, professor of chemistry, Austin Flint, Sr., professor of medicine, and John Evans, professor of obstetrics, who later founded Northwestern University and then became territorial governor of Colorado.

Advances in Medicine

Many significant advances in medicine were pioneered at Rush. In 1839, Dr. James Blaney opened the first free dispensary west of the Allegheny Mountains. Blaney discovered chloroform here simultaneously with C.H.Y. Simpson in England. He also helped organize the Chicago Board of Education and the Chicago and Illinois medical societies. Nicholas Senn, a Rush surgeon, performed the first operations on gunshot wounds of the abdomen and perforation of the intestines following trauma. The theory that disease can be contagious received early support from Graham N. Fitch, professor of obstetrics and women's and children's diseases, who documented the transfer of disease by infected clothing. James Nevins Hyde is credited with the first description of the influence of sunlight as a causative factor in skin cancer. The career of James B. Herrick included the first description of sickle cell anemia, the clinical description of coronary heart disease, and the demonstration of the electrocardiographic pattern of coronary occlusion.

Arthur Dean Bevan, an early chairman of the Department of Surgery, was the chairman of the Council on Medical Education of the American Medical Association which initiated the classic study, "Medical Education in the United States and Canada," and raised the required funds from the Carnegie Foundation for the historic report by Abraham Flexner. Willis J. Potts, a Rush graduate and faculty member, carried out studies in the Rush laboratories preliminary to the development of the "blue baby" operation. The husband and wife faculty team of George and Gladys Dick developed methods for diagnosis of and immunization against scarlet fever while at Rush.

Rush Medical College Founds a Hospital

In 1877, Rush Medical College voted to establish a hospital and to raise $15,000 for the building. Under the direction of Dr. Joseph P. Ross, the school began construction of the hospital adjacent to the college building. The first section of Presbyterian Hospital opened in 1883, with subsequent additions of the David Jones Memorial section and the June Murdock section for women and children. At the dedication of Murdock Memorial in 1912, Dr. James B. Herrick articulated the philosophy which then and now has characterized Rush:

"The Presbyterian was founded with two high purposes, caring for the sick and aiding in medical education. The hospital that confines itself solely to the treatment of the sick is somewhat dwarfed. To be kept alive and progressive it should have the stimulus of the necessity of instructing young, active, wide-awake undergraduates, interns and nurses. This addition to the hospital gives us these facilities; it opens to the staff the opportunity of acquiring more knowledge and it also gives us added facilities for research ... Unless the spirit of research is in a hospital, unless it pervades the various branches of the medical institution, the educational function of the hospital languishes and the atmosphere becomes stale; things fail to progress and the patients suffer ... And yet no matter what view we may take, the central figure in the hospital is and should be, the patient."

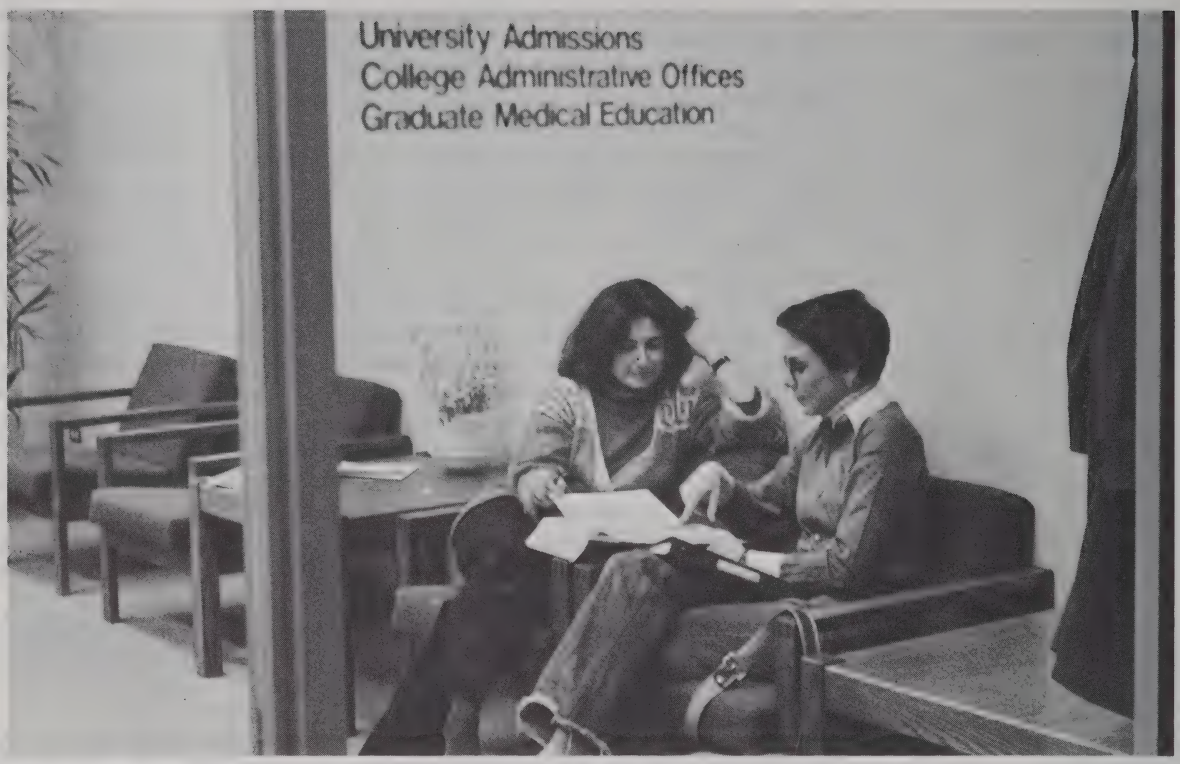
Over 10,000 physicians received their training at Rush Medical College and Presbyterian Hospital during the first century of their existence.

Uniting for Better Patient Care

A nominal academic affiliation existed between Rush and Lake Forest University from 1887 to 1898. In June 1898, Rush Medical College affiliated with The University of Chicago. In 1941, the affiliation ended and Rush Medical College closed, though continuing its corporate existence. The faculty continued undergraduate and graduate teaching responsibilities in medicine and the biological sciences as members of the faculty of the University of Illinois. In 1956, Presbyterian Hospital and the Dispensary merged with St. Luke's Hospital, founded in 1864, to create Presbyterian-St. Luke's Hospital and Health Center. In October 1969, Rush-Presbyterian-St. Luke's Medical Center was formed from Presbyterian-St. Luke's Hospital and Health Center and Rush Medical College. In March 1971, the members of the medical and scientific staffs of Rush-Presbyterian-St. Luke's Medical Center once again became the faculty of Rush Medical College. First-year and third-year medical students matriculated in the fall of 1971.

Accreditation and Approval

Rush University is accredited by the North Central Association of Colleges and Schools. Rush Medical College is accredited by the Liaison Committee on Medical Education of the American Medical Association and the Association of American Medical Colleges. The university has been granted approval by the Illinois State Board of Education to confer degrees, and approval has been given to educate veterans by the Department of Veterans' Affairs, State of Illinois.


University Admissions
College Administrative Offices
Graduate Medical Education

Admissions

Selection Process

Rush Medical College is strongly committed to the selection of individuals who will become vital members of the medical community as students, practitioners, educators, and researchers. Throughout the curriculum, emphasis is placed on the preparation of physicians who will function chiefly as medical practitioners, and who will be committed to the delivery of quality health care to a variety of populations, including those that are now underserved.

The selection process at Rush has been described by many applicants as more personal than most. Considerable time, energy, and empathy are invested by the Committee on Admissions and by the faculty and students who participate in the interviewing process. Because Rush seeks to train physicians who will be committed to meeting society's health care needs, the committee seeks excellence not only in academic achievement, but also in noncognitive factors such as character, goals, personality, accomplishments, and experience. High scholastic achievement is only a partial qualification for acceptance. The Committee on Admissions looks for individuals who exhibit social and intellectual maturity, personal integrity, motivation, and concern. Strong preference for admission is given to residents of Illinois.

Rush Medical College encourages applications from all applicants, regardless of race, sex, creed, age or national origin. Moreover, in furtherance of the nation's commitment to end discrimination on the basis of handicap, and in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and all regulations properly issued thereunder to protect the rights of handicapped persons, it is the Medical Center's policy that no person or activity administered by Rush-Presbyterian-St. Luke's Medical Center which receives federal financial assistance shall exclude from participation, deny benefits to, or subject to discrimination, any individual solely by reasons of his or her handicap. The college is committed to attracting candidates who will help make the physician population more representative of the national population.

All inquiries about admissions should be addressed to:

The Office of Admissions
Rush Medical College
524H Academic Facility
600 South Paulina
Chicago, Illinois 60612
(312) 942-6913

Entrance Requirements

Admission to Rush Medical College depends upon satisfactory completion of a minimum of 90 semester hours (135 quarter hours) of undergraduate study before matriculation at the medical school.

Rush requires all entering students to have successfully completed at least two semesters of physics; two semesters of biology, with emphasis in zoology; two semesters of inorganic chemistry; and two semesters of organic chemistry. In lieu of two semesters of organic chemistry, students may take one semester of organic chemistry and one of biochemistry. Survey courses in the premedical sciences will not fulfill these requirements. Courses in mathematics, social sciences, and English are strongly recommended. The committee

suggests that comprehensive courses be selected which include study in the following areas: biology—molecular, cellular, developmental, and population; inorganic chemistry—properties of the elements, states of matter, chemical reaction, and aqueous solutions; organic chemistry—stereochemistry, covalent bonding, hydrocarbons, and organic compounds; physics—mechanics, electricity, wave characteristics, thermodynamics, nuclear structure, and optics.

Because the required courses provide the foundation upon which modern biological and medical sciences are built, the committee gives special attention to competence in these areas. The committee requires that all of the coursework submitted in fulfillment of specific admission requirements must be evaluated on the basis of a traditional grading system. Such a system must employ a range of numbers or letters to indicate the comparative level of performance. If the applicant has received a grade of Pass/Credit for any courses on the required list, he/she must have the instructor supply, in writing, a statement evaluating the student's performance in that course. Applicants are advised to pursue subjects beyond the stated minimums if they have not done excellent work in the required courses.

Applicants who will have successfully completed three years of college consisting of a minimum of 90 semester hours or 135 quarter hours, who have no baccalaureate degree, but otherwise meet the requirements, will be considered.

Because of the rigorous competition for places in medical school, applicants are not likely to be admitted unless their academic records place them in the upper third of their college class. However, high scholastic standing does not assure acceptance to the school. The Committee on Admissions places great emphasis on its appraisal of the character, personality, and general background of the applicant.

Application Procedure

Rush Medical College is a cooperating member of the American Medical College Application Service (AMCAS), sponsored by the Association of American Medical Colleges. All applications to Rush must be initiated through AMCAS. This is accomplished in the following way:

1. Obtain an application request form from your pre-medical advisor or directly from AMCAS:

AMCAS
Suite 301
1776 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Upon receipt of the completed form, AMCAS will mail an application packet.

2. Complete the AMCAS application indicating Rush Medical College on the designated list of schools. Please note that AMCAS strongly recommends receipt of your college transcripts at least two weeks prior to processing your application. The application deadline for admission is November 15; therefore, official college transcripts should be in the hands of AMCAS no later than November 1. Send only the material that has been requested. At this point in the application process, send nothing to Rush. Additional information will be requested as it is needed.

3. The application deadline for the Rush Medical College class entering in the following year is November 15. Applicants are advised that the deadline is firm. Consideration of late applications due to circumstances beyond the control of the applicant will require a letter from Rush to AMCAS giving AMCAS permission to process the material to Rush. The applicant must request this letter from the Rush admissions office and must include it with the AMCAS application.

4. In addition to the AMCAS application, all applicants must complete the new Medical College Admissions Test (MCAT). Applicants are encouraged to take the examination no later than April of the year of application; however, a medical school application may be submitted if the student plans to take the examination in September. Scores must be received from MCAT before full consideration can be given to a candidate for admission. It is advisable, therefore, to take the examination in April if at all possible. Application forms for the new MCAT may be obtained from your pre-medical advisor or by writing directly to:

MCAT
The American College Testing Program
Box 414
Iowa City, Iowa 52240

5. All applicants receiving an AMCAS fee waiver automatically will receive waivers from any Rush application fees.

6. Upon receipt of their AMCAS application by Rush, all students will receive an information packet outlining the application procedure, timetables, and other pertinent information.

7. A personal interview is required of all students who are admitted to Rush Medical College. However, requests for interviews are generated only by members of the Committee on Admissions. Approximately 600 applicants are interviewed each year in Chicago. Applicants who are invited to be interviewed should plan to spend at least a half day at Rush, where they will meet two faculty members and, when possible, a student in interviews. Interviews are considered extremely important in assessing the candidate, as well as providing the applicant with an opportunity to appraise the academic environment at Rush.

Most medical schools, including Rush, have agreed to unified dates of acceptance. Those who have applied for the Early Decision Plan will be notified on October 1. Further notification of acceptance will be on November 15, December 15, January 15, February 15, and on a weekly basis from March 1 to the date of matriculation.

Rush believes that students should have the opportunity to select the school of their first choice; therefore, the medical college does not require a deposit to hold a position in the class.

Early Decision Plan

Candidates for whom Rush Medical College is the first choice may apply through an optional Early Decision Plan (EDP). This plan permits applicants to request and receive a decision from their first-choice medical school by October 1 before seeking acceptance elsewhere. In order to participate in the EDP, applicants must notify AMCAS of their intent. AMCAS must receive all application materials, including AMCAS application, official transcripts, and MCAT scores by August 1. Students electing the EDP option should be aware of certain factors considered by the Committee on Admissions:

1. Students must realistically appraise Rush Medical College as the school of first choice in terms of their goals in medicine. Applicants will not fare well in the personal interview if they are not well informed about the school and its program.

2. Rush may offer admission to up to 20 percent of its total entering class each year (24 of 120 places) by the EDP. However, the committee is under no obligation to fill the maximum number of EDP places. The college reserves the right to defer EDP position offerings until more comprehensive information regarding the total applicant pool is available. Students admitted by the EDP will have superior academic qualifications, clearly demonstrated sustaining motivation toward medicine, and personal integrity of the highest order.

Advanced Standing

Applicants who have completed a basic science curriculum which, in the opinion of the Office of the Dean, is equivalent to that of Rush Medical College at either a two-year medical school or a foreign medical school, and who satisfy the entrance requirements for first-year admission may be able to transfer into the clinical portion of the curriculum at Rush as third-year students. Successful passage of Part I of the National Boards or completion of the Medical Sciences Knowledge Profile is required.

Information regarding the availability of advanced standing positions may be obtained from the Office of Admissions.

Foreign Applications

Students who are of non-U.S. origin, but have permanent U.S. citizenship status, are considered regular applicants and are given full consideration. Foreign students who are not in the latter category should more realistically seek admission opportunities in those institutions whose state and national residency requirements for the practice of medicine are less stringent.

Reapplication

Reapplication may be made by submitting another application form to AMCAS by November 15 of the year of application. If Rush Medical College was listed as a choice in the previous application, the Rush Office of Admissions should be notified so that the applicant's file can be updated. If the applicant was interviewed in the previous year, additional interviews may not be required. Any pertinent experiences since the previous application should be included in the new application—graduate school, working in a hospital or in business, travel, or experience in other fields. All information, new and old, will be taken into account in reviewing the second application.

Accepted Students

Many states require medical colleges to certify previous education of applicants for licensure. Therefore, official transcripts of all work completed since filing the AMCAS application must be on file in the Office of Admissions prior to matriculation. In addition, a transcript showing degree(s) previously earned or a copy of the diploma must be on file prior to matriculation.

Students Entering September, 1979

The 1979-80 first-year class of 120 students included 70 percent men, 30 percent women, and 19 percent minority. In the entering 1979 class at the Medical Center campus, six students had doctorate degrees, six had master's degrees, three were three-year candidates, and the balance had baccalaureate degrees. Thirteen students in the Knox-Rush program had baccalaureate degrees and three were three-year candidates; twelve students in the Grinnell-Rush program had baccalaureate degrees and four entered after their junior year.

Undergraduate majors included biology, chemistry, psychology, zoology, English, physics, microbiology, biochemistry, chemical engineering, physiology, anthropology, pharmacy, medical computing, pre-professional, bio-medical engineering, psychobiology, art history, philosophy, sociology, literature and music.

"The education of a medical student should take place in an environment which fosters inquiry, provides a structure for growth, facilitates communication among students and teachers, and encourages habits of life long learning. Rush Medical College seeks to provide this environment."
Robert S. Blacklow, M.D., Vice President Medical Affairs and Dean, Rush Medical College.

Curriculum

Philosophy

The process of becoming a physician is unique for each student who enters Rush. Each brings to his or her medical school experience a distinct educational, psychological and social background. As students define career goals, each develops personal ways of coping with the demands imposed by the physician's role. The Rush Medical College curriculum encourages pursuit of individual interests by emphasizing a solid foundation in the basic sciences and by offering a wide range of elective opportunities in our own Medical Center hospital and in a network of affiliated and associated hospitals. Throughout the program, students are encouraged to develop habits of self-education and enthusiasm for the life-long study of medicine according to specific interests and objectives. Upon matriculation, students are assigned an academic advisor whose primary responsibility is to provide guidance and serve as a resource for students as they define professional goals, select courses and deal with a variety of issues during their progress through medical school.

Long after students have taken their last medical school examinations, the sense of responsibility for the welfare of one's patients remains the most important stimulus to maintaining the highest level of professional performance. The Rush faculty seeks to provide educational opportunities and to create an environment that will foster the ability to meet these responsibilities with competence and compassion.

Organization

The four-year Rush curriculum provides an appropriate background for individuals with a diversity of professional career goals. The curriculum is based on establishing a solid foundation in the basic sciences and clinical medicine through a core of required preclinical and clinical courses. In addition, there is ample elective time for students to pursue individual interests.

First Year at Medical Center Campus

The primary objective of the first year is to provide students with exposure to the vocabulary and the fundamental concepts upon which the clinical sciences are based. The first year is made up of three quarters of basic science material organized on a disciplinary basis and emphasizing the structure, function and behavior of the normal person. The following courses have been designated for each of the three quarters of the first year at the Medical Center.

Quarter I A—Fall

Course		Hours
(ANAT 471)	Gross Anatomy I	90
(ANAT 455)	Histology I	40
(BEHAV 451)	Fundamentals of Behavior	23
(BIOCH 461)	Biochemistry I	40
(PHYSO 451)	Physiology I	75
Total		268

Quarter I B—Winter

Course		Hours
(ANAT 472)	Gross Anatomy II	90
(ANAT 456)	Histology II	40
(BEHAV 453)	Behavior in the Life Cycle	26
(BIOCH 462)	Biochemistry II	42
(PHYSO 452)	Physiology II	70
Total		268

Quarter I C—Spring

Course		Hours
(BEHAV 521)	Mini-Course Matrix	34
(BIOCH 463)	Biochemistry III	37
(MICRO 451)	Microbiology Concepts	64
(NEURO 451)	Neurobiology	80
(PRMED 451)	Preventive Medicine	33
Total		248
Total Hours First Year		784

First Year at Knox or Grinnell

Rush Medical College has cooperative programs with Knox College in Galesburg, Illinois and Grinnell College in Grinnell, Iowa. These programs enable a group of 16 students each to complete the first-year curriculum on either of these campuses while enrolled in Rush Medical College. Students obtain basic science training comparable to that provided the first-year students at the Rush-Presbyterian-St. Luke's Medical Center campus, but in addition, participate in clinical tutorials which expose them to clinical practice in a small urban or rural community. Students in these programs may also take advantage of course offerings in the liberal arts and social sciences.

Knox and Grinnell were chosen to participate in this program because of their demonstrated excellence in the basic sciences, as well as their overall quality as liberal arts institutions. The Knox/Rush and Grinnell/Rush programs utilize existing facilities and highly qualified faculty to teach the medical sciences during the transition between undergraduate studies and the more specialized studies of medical education.

The Knox/Rush and Grinnell/Rush programs were designed with different types of students in mind:

- Students who wish to take advantage of the opportunities available on a liberal arts campus.
- Students who wish to have contact with medicine as it is practiced in a small community.

After completion of the first year at Knox or Grinnell, students come to the Rush Medical College at the Rush-Presbyterian-St. Luke's Medical Center campus in Chicago for the remainder of their medical school program.

Students who are considering the first-year programs at Knox or Grinnell should file their application in the usual manner and indicate on the supplemental application form their interest in these programs. Each of these campuses can be designated in the Early Decision Program. First-year students at Rush pay the same tuition to Rush Medical College regardless of the campus at which they carry out their studies. Fees for special activities and services may vary for students on different campuses.

Rush at Knox College
First-Year Curriculum

Curriculum*

Course	Instructional Hours
Biochemistry	50
Biomedical Electronics	20
Biostatistics and Epidemiology	24
Cell Physiology	60
Counseling	50
Embryology	60
Health Service Institutions	34
Histology	60
Human Anatomy I, II and III	170
Medical Microbiology	60
Molecular Genetics	60
Physiology I and II	60
Clinical Tutorial	105
Total Hours First Year	813

Calendar 1980-81

Fall Term	
Sept. 4-7	Orientation and Registration
Sept. 8	Classes Begin
Nov. 14	Classes End
Nov. 15-19	Examination Week
December Term	
Nov. 20	Classes Resume
Nov. 27-30	Thanksgiving Recess
Dec. 17	Classes End
Dec. 18-Jan. 4	Christmas Vacation
Winter Term	
Jan. 5	Classes Resume
Mar. 10	Classes End
Mar. 11-14	Examination Week
Mar. 15-23	Spring Recess
Spring Term	
May 24	Classes Resume
May 29	Classes End
May 30-June 2	Examination Week

*subject to change

Rush at Grinnell College
First-Year Curriculum

Curriculum*

Course	Instructional Hours
Behavioral Sciences	84
Biological Chemistry	80
Microscopic Anatomy	112
Human Anatomy	177
Human Nutrition	28
Human Physiology	110
Medical Microbiology	84
Neurobiology	126
Clinical Tutorial	58
Total Hours First Year	859

Calendar 1980-81

First Semester	
Aug. 20-23	New Student Days
Aug. 24	Registration
Aug. 25	Classes Begin
Oct. 18-26	Semester Recess
Oct. 27	Classes Resume
Nov. 27	Thanksgiving Holiday
Dec. 8	Classes End
Dec. 11-16	Examination Period

Interim Session	**Jan. 4-17**

Second Semester	
Jan. 19	Classes Begin
Mar. 14-29	Semester Recess
Mar. 30	Classes Resume
May 9	Classes End
May 12-16	Examination Period

*subject to change

Second Year

During the second year, students are concerned with the study of the causes and effects of disease and with therapeutics. Students who carry out their first year at the Medical Center campus initiate their work with patients in programs which emphasize interviewing, history taking and the physical examination. Students coming from the Knox and Grinnell campuses participate in programs which further advance these patient care skills.

Quarter II A—Fall

Course		Hours
(PSYCH 501)	Introduction to Psychopathology	33
(GENET 501)	Genetics (1st Half)	27
(IMMUN 501)	Immunology	53
(PATHO 501)	Pathology	68
(PHARM 501)	Pharmacology I	53
(INMED 501)	Clinical Pathophysiology I (2nd Half)	27
Total		264

Quarter II B—Winter

Course		Hours
(BEHAV 541)	Observation and Communication	14
(INMED 502)	Clinical Pathophysiology II	106
(CLTUT 511)	Clinical Concepts and Skills	42
(PATHO 502)	Pathology	74
(PHARM 502)	Pharmacology II	51
Total		287

Quarter II C—Spring

Course		Hours
(BEHAV 542)	Observation and Communication	14
(CLTUT 512)	Clinical Concepts and Skills	66
(INMED 503)	Clinical Pathophysiology III	107
(PATHO 503)	Pathology	70
(PHARM 503)	Pharmacology III	19
Total		276
Total Hours Second Year		827

Third and Fourth Years

The curriculum of the third and fourth years provides students with training in clinical skills, diagnosis and patient management in a variety of patient care settings.

The clinical curriculum includes required core clerkships in family practice, medicine, neurology, pediatrics, psychiatry, obstetrics/gynecology and surgery requiring a total of 54 weeks. A total of 24 weeks of elective study in areas of special interest to each student is also required.

With but a few exceptions, the required core clerkships are taken at the Rush-Presbyterian-St. Luke's Medical Center, Christ Hospital or Mt. Sinai Hospital Medical Center. Twelve of the 24 weeks of required elective work must be carried out at the Rush-Presbyterian-St. Luke's Medical Center or one of the affiliated or associated hospitals within the Rush health care network. Up to 12 weeks of additional elective study may be carried out at other approved institutions.

Though scheduling of required core clerkships is somewhat flexible, students are encouraged to complete these clerkships early in order to make better use of elective options in the fourth year. Students participate in the assignment of required core clerkships, though the final decision concerning core and elective clerkship rotations rests with the dean's office.

Student Research Opportunities

Students are encouraged to have some research experience while they are in medical school. The opportunities range from laboratory experiences in the biomedical sciences to clinical investigation and field work in epidemiology and preventive medicine. Such research can be carried out during summers or during time allotted for elective experiences. The dean's office provides a number of Student Research Fellowships to support such activities. A select group of students are chosen each year to participate in a National Institutes of Health supported program to provide special research training for students interested in pursuing careers in academic medicine. The student's academic advisor and the Office of Medical Student Programs will assist students in arranging for research experiences.

Concurrent M.D.-Ph.D. Programs

Rush University offers students the opportunity for studies which lead to both M.D. and Ph.D. degrees. These programs are particularly suited for students who aspire to careers in academic medicine and research. They enable students to obtain intensive training in specialized areas of the medical sciences while completing their medical studies.

The curricula for students in a combined M.D.-Ph.D. program vary widely depending on the individual's previous education, area of scientific study, and personal interests. Students in concurrent programs must meet the full conditions and requirements of the Graduate School, Graduate Division and Medical College. However, course work leading to one degree may be acceptable as partial credit toward the formal requirements of the other degree. A properly coordinated program may afford a significant economy of time in completing studies toward both M.D. and Ph.D. degrees.

A student who enters Rush University with concurrent enrollment in a Graduate Program and the Medical College will most typically complete two years of the basic science components of the Medical College curriculum before becoming fully involved with meeting the requirements of the Graduate Division. Upon completion of the requirements for the Ph.D. degree, the student will return for the clinical portion of the medical program. Alternatives to this schedule are possible to enable students to develop programs which will most ef-

fectively meet their career objectives. Students already enrolled in the M.D. program may apply for admission to a graduate program in the College of Health Sciences.

Ph.D. programs are offered in the Graduate School of Rush University in the following areas: Anatomical Sciences, Immunology, Pharmacology, and Physiology.

Admissions Procedures: All individuals applying to the Medical College should signify on the supplemental application their desire to pursue concurrent studies leading to the the M.D. and Ph.D. degrees and the Ph.D. program(s) in which they have interest. Programs in the Graduate School so designated will be notified and the student contacted about subsequent steps to be taken in completing the application for the Ph.D. program.

Specific application procedures and divisional requirements are described in the Bulletin of the College of Health Sciences and Graduate School. Students completing their applications to a Ph.D. program before February 15 will be notified of action on the application no later than April 15. Students accepted into a graduate program but not immediately entering the graduate phase of study will be assured of appropriate resources to fulfill the academic requirements for the degrees, e.g. laboratory facilities and supervision for dissertation research. Advance commitment of fellowships, scholarships, assistantships or traineeships may not be possible. Students enrolled in the Medical College should contact the graduate program directly.

Academic Advisor Program

Each student is assigned to an academic advisor who is a member of the faculty of Rush Medical College working with a select panel of advisors within the Office of Medical Student Programs. Each academic advisor has responsibility for counseling approximately 30 students. These advisors are knowledgeable about the medical education program and will provide assistance in the areas of curriculum selection, academic progress and professional and career development. This program is designed so that each student will work with the same advisor throughout his or her stay in medical school. The Assistant Dean for Academic Counseling is responsible for program coordination, evaluation and development.

Pre-Matriculation Program

A Pre-Matriculation Program is available for students desiring special support for the transition to medical school. The program introduces students to the study of basic medical sciences, emphasizing the development of improved learning techniques. The Pre-Matriculation Program provides an introduction to many of the courses students will study during their first quarter in medical school. The three-week program is held immediately before the start of regular studies. All entering students may apply for participation in the program, though enrollment is limited.

"The driving motivation for the entire medical staff and faculty, and its dean is to provide a physician for each of us when we need one . . . a doctor who can relate to each of us individually, who knows what to do and how to do it, when we're sick."
William F. Hejna, M.D.
Senior Vice President
and Former Dean, Rush Medical College

Teaching Facilities

The College and the Medical Center

Rush Medical College is located on the campus of Rush University at Rush-Presbyterian-St. Luke's Medical Center on Chicago's near west side. The 18-building Medical Center complex includes: Presbyterian-St. Luke's Hospital; the Marshall Field IV Building and outpatient mental health facility; research buildings and academic facilities for Rush Medical College, the College of Nursing, and the College of Health Sciences; a professional office building; apartment buildings; the Laurance Armour Day School for children of employees and students; and the 176-bed Johnston R. Bowman Health Center for the Elderly, which provides older people with short-term restorative care, comprehensive ambulatory services, and residential apartments and which serves as a professional training facility in gerontology and geriatrics.

The Sheridan Road Pavilion, a 178-bed hospital on the north side of Chicago, has been an integral part of the Medical Center since January 1976. It is centrally managed from the Medical Center and is staffed by members of the Rush-Presbyterian-St. Luke's Medical Center faculty and other health professionals. Rush house officers and medical students participate in the Pavilion's patient programs.

New Academic Facility

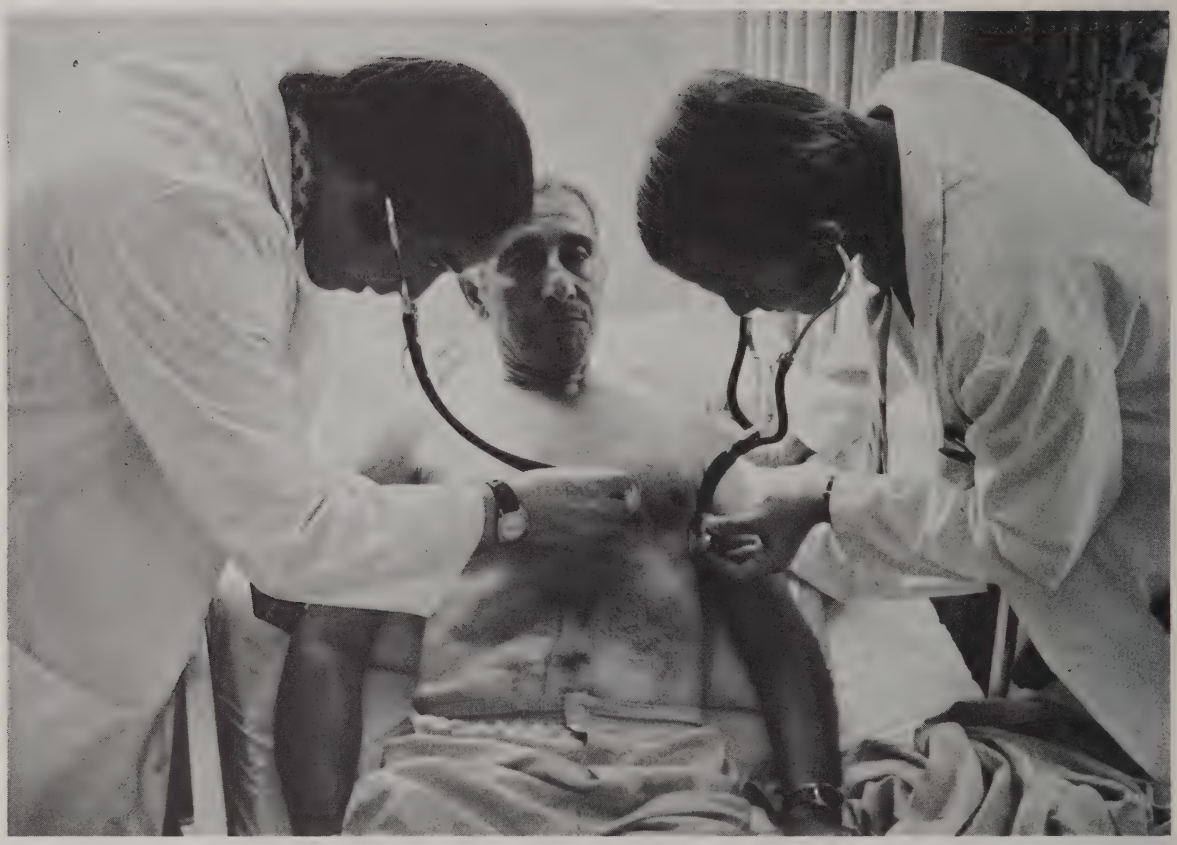
Rush Medical College activities are centered in the Academic Facility, dedicated on September 14, 1976. The structure accommodates large class activities, small group seminars and individual tutoring. This facility is the hub of activity of Rush University and its internal linkages to patient care areas allow students to interact easily with physicians and patients.

The building contains a large multidisciplinary laboratory which includes ten unit laboratories, each of which houses up to 20 individual student stations for basic science studies. A separate gross anatomy laboratory is designed on the same modular concept. A central prosection area and anatomical model room is connected to four dissecting modules, each with five tables. Two 150-seat lecture halls utilize equipment and services of the Center for Educational Resources. The center includes a learning resource laboratory equipped with audiovisual study carrels and computer terminals connected with the PLATO computer learning system.

The Library of Rush University, one of the oldest medical libraries in the Midwest, occupies approximately 22,500 square feet of the fifth and seventh levels of the building. The library currently contains over 82,000 volumes, subscribes to over 1,400 periodicals, and conducts computerized searches of the medical literature through the Medline system of the National Library of Medicine. The library has an outstanding collection of over 3,000 rare medical books which is available for research and study.

Presbyterian-St. Luke's Hospital

Students of Rush University receive their clinical training primarily at Presbyterian-St. Luke's Hospital, a voluntary, not-for-profit hospital with a professional staff of 700 physicians and scientists and 320 house staff in graduate medical education in over 30 specialty areas. Each year, over 27,000 patients are admitted to the Hospital, using 873 beds and 30 bassinets. By tradition, each patient participates in the teaching programs of Rush University.



Network and Affiliated Hospitals

Rush-Presbyterian-St. Luke's Medical Center, together with associated and affiliated hospitals, a community health center, and a health maintenance organization, provides medical students, house staff, and nursing students with opportunities to participate in the practice of medicine in a variety of socioeconomic and ethnic settings in urban and rural areas. Elective clerkships in areas such as family practice, cardiology, advanced internal medicine, nephrology, and ambulatory care are available at affiliated institutions, as are graduate medical education programs in medicine, surgery, pathology, pediatrics, family practice, and obstetrics and gynecology.

Participating institutions are:

Rush-Presbyterian-St. Luke's Medical Center
- Presbyterian-St. Luke's Hospital; 873 beds
- Sheridan Road Pavilion; 138 beds
- Johnston R. Bowman Health Center for the Elderly; 176 beds

Associated Institutions
- Christ Hospital, Oak Lawn, Illinois; 850 beds
- Mount Sinai Hospital Medical Center, Chicago; 440 beds
- Schwab Rehabilitation Hospital, Chicago; 55 beds

Affiliated Institutions
- Bethany Hospital, Chicago; 166 beds
- Central DuPage Hospital, Winfield, Illinois; 353 beds
- Community Memorial General Hospital, LaGrange, Illinois; 276 beds
- Galesburg Cottage Hospital, Galesburg, Illinois; 265 beds
- Grant Hospital of Chicago, Chicago, Illinois; 508 beds
- Skokie Valley Community Hospital, Skokie; 271 beds
- Swedish Covenant Hospital, Chicago; 345 beds
- West Suburban Hospital, Oak Park, Illinois; 372 beds
- Mile Square Health Center, Inc., Chicago; an outpatient facility with over 35,000 patients registered

Major Affiliations

Students participate in clinical study at nearby Mount Sinai Hospital Medical Center. Mount Sinai is a 440-bed teaching institution providing outpatient and inpatient services to a broad metropolitan population. It is part of the West Side Medical Center Complex and is one mile from Rush. It provides extensive outpatient and health education services through the Sinai Medical Group, a series of group practices involving all the major medical specialties, including primary care. Clerkships in five of the required areas are offered at Mount Sinai Hospital.

Christ Hospital, the other major teaching hospital associated with Rush, has 850 beds and is located in the suburban south side of Chicago. It offers a wide range of both inpatient and outpatient clinical services to its neighborhood population. Christ Hospital participates in the teaching of required core clerkships in internal medicine, obstetrics/gynecology, pediatrics, and family practice.

Course directors and staff physicians at these two major teaching affiliates are members of the faculty of Rush Medical College.

Requirements for Graduation

The following are prerequisite to the granting of the degree of doctor of medicine by Rush Medical College of Rush University:

1. The level of achievement required by the faculty for the degree of doctor of medicine must be attained in a minimum of 35 months.

2. Credit toward the M.D. degree may be granted to a student by the Office of the Dean for appropriate course work accomplished prior to matriculation at Rush Medical College.

3. A minimum of 78 weeks of instruction at Rush Medical College is required for students entering at the third year level from other medical schools. The Committee on Student Evaluation and Promotion may recommend additional quarters depending upon the progress made by the student following admission.

4. Each student's progress in each year of the Rush Medical College curriculum will be evaluated by the Committee on Student Evaluation and Promotion, and additional study may be required in any year.

5. Students must pass all courses in the preclinical years before entering the clinical phase of the curriculum.

6. Students are required to pass Part I and complete Part II of the examination offered by the National Board of Medical Examiners prior to graduation.

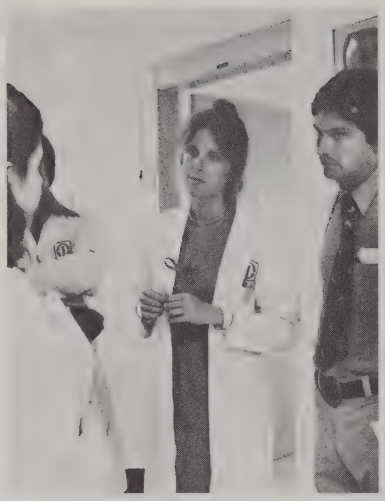
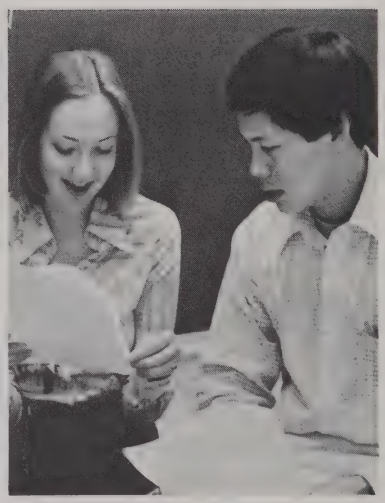
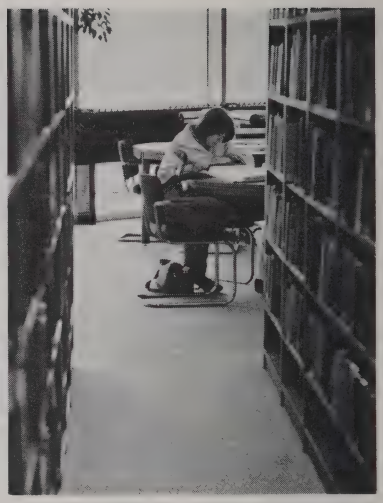
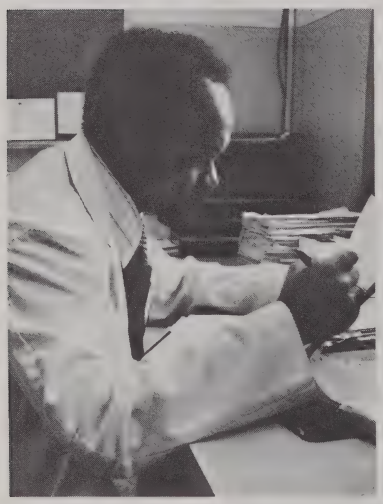
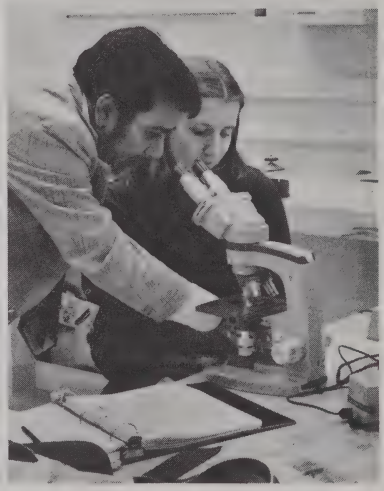
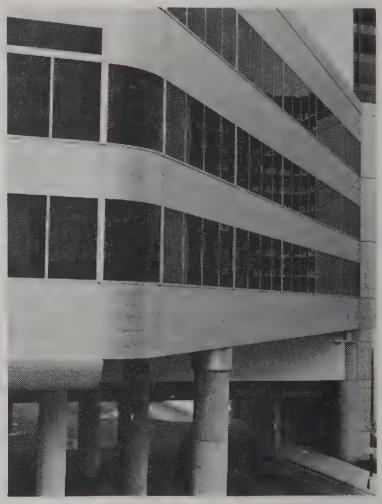
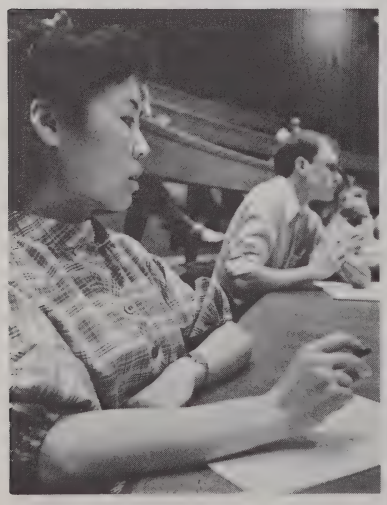
Additional medical education experiences beyond those required by the faculty may be audited without credit or tuition as approved by the course director and the Office of Medical Student Programs.

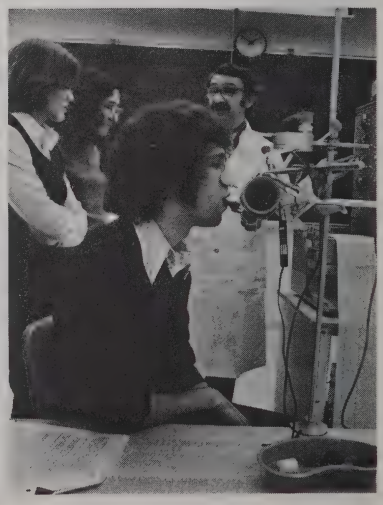
Evaluation and Promotion

Evaluation at the medical college is an important part of the learning process. Course examinations developed and given by the faculty are aimed at allowing both the students and the faculty to assess progress toward defined learning goals. The final result of evaluation in course work is recorded as honors, pass or fail. At the end of each quarter or clinical period, evaluations are submitted to the Office of the Dean and to the Committee on Student Evaluation and Promotion.

The Committee on Student Evaluation and Promotion is a standing committee of Rush Medical College. The committee determines when students have satisfactorily completed requirements for promotion and may require additional study by students who have not satisfactorily completed aspects of the medical college curriculum. It also recommends candidates for the degree of doctor of medicine to the Faculty Council and accepts the responsibility of recommending to the Faculty Council the dismissal of any student whose academic performance is not acceptable in the judgment of the committee.

National Board subtests are occasionally used by departments to evaluate course content. Scores from these examinations are kept confidential and are not available to any other institution or agency without written permission from the student. Students may review their complete academic record at any time.



Rush utilizes a system of student anonymity for all written examinations. Performance on written examinations is known only to the student and his/her academic advisor, provided that a minimum passing level of achievement has been demonstrated. Ratings by clinical instructors and in most instances oral and written examinations form the basis of evaluations of student performance in clerkships and therefore also the basis of recommendations for residencies. At the time of application for postgraduate training, a letter of evaluation is written by the Office of the Dean. Prior to the composition of this letter, an individual conference is held with the student and all pertinent factors for the letter of evaluation are assessed.

Governance

In January of each year, three students are elected by the student body to serve on the 22-member Faculty Council. In the same election, three students are elected to the 22-member Committee on Committees, which nominates members for the standing committees of Rush Medical College.

Students are eligible to be elected as voting members on the standing committees as recommended by the Committee on Committees. All committees of the college currently have student members.

The standing committees are:

Committee on Academic Freedom
Committee on Admissions
Committee on Affirmative Action
Curriculum Committee
Committee on Educational Appraisal
Committee on Educational Resources
Committee on Research
Committee on Senior Faculty Appointments and Promotions
Committee on Student Affairs
Committee on Student Evaluation and Promotion
Committee on Student Judiciary Review

The number and composition of college committees may change from time to time.

Student Records

The Family Educational Rights and Privacy Act of 1974 protects the privacy of current and former students enrolled in most educational institutions.

Rush University has six official student records. A student or former student may inspect and review these records after making an appointment with the appropriate office. The records and their locations are as follows:

1. Official academic record (transcript); Office of the Registrar, 101 Schweppe-Sprague.

2. Registrar's folder—contains admission application, transcripts from other schools, registration information; Office of the Registrar, 101 Schweppe-Sprague.

3. Dean's folder—contains written evaluations of clinical work, curricular flow charts, grade report copies; RMC Office of the Associate Dean, Clinical Curriculum, 524, Academic Facility.

4. Financial affairs folder—records showing all billing and payments, notes and correspondence dealing with a student's finance; Office of Student Financial Affairs, 101 Schweppe-Sprague.

5. Financial aid folder—all information concerning financial aid for the student; Office of Financial Aid, 101 Schweppe-Sprague.

Students may obtain copies of transcripts from the institutions that hold the original records. Other portions of their records will be copied upon request. The request must be in writing, signed, specifically identify the record desired, and include the student's major and year in school. There is no charge for copies of the student transcript. Other reproductions cost 50¢ per page. The university honors requests as long as there is no outstanding obligation to the Medical Center. Students within commuting distance may be asked to review the desired data in person.

Students may request that the university amend information in their records which they believe to be inaccurate, misleading, or which violates their privacy. If the university refuses to amend the records as the student wishes, he/she may request a hearing in order to challenge that decision. A hearing will be granted. At a hearing concerning a student's request to amend an education record, the student may present evidence on his behalf and may be represented by persons of his own choosing.

Students may place in their educational records statements commenting on information in the records and/or stating their grievances with a decision not to amend the record.

Those administrators who maintain the records adhere to a policy of limited access to administrators and faculty of Rush University having a need for information in order for their offices to function, to determine academic progress, or to designate award recipients. Other persons or organizations given access are those responsible for accrediting the institution, providing the student with financial aid, complying with a judicial court order and protecting the health and safety of students in an emergency.

Any disclosure of a student's record to others not listed in these policies must have prior written consent of the student. Requests for information and letters of consent of the student are kept with the records.

A student may waive any of his/her rights under the act and its regulations.

A student may file with the Family Educational Rights and Privacy Act office a written complaint regarding alleged violations of the General Education Provisions Act and its regulations.

Copies of the act and these written policies and procedures may be obtained from the Office of the Registrar, 101 Schweppe-Sprague.

Directory Information

Certain information is classified by Rush University as directory information: student's full name, local address, and phone number; date and place of birth, home town, major field of study, year in school or class, participation in officially recognized activities, dates of attendance, degrees and awards received, previous educational institutions attended by the student, and previous majors, degrees and years earned.

Each fall quarter, the Rush Student Address Book is published for the use of students, faculty and staff. It contains the student's name, local address and phone number, major and class.

Students may restrict the release of any item of information which is considered as directory information on a form provided in the Office of the Registrar, 101 Schweppe-Sprague, on or before October 15 each year or at the end of the second week of the quarter following matriculation.

Human Investigation

Any project or study involving human subjects must have approval of the Medical Center Committee on Human Investigation. Studies in the community as well as within the Medical Center must have this approval. The Office of Research Administration handles all requests and has established the protocol for proper investigative procedures.

Prizes

The Nathan M. Freer Prize
This prize, endowed in 1892, is given to the outstanding senior of the year, as voted by the faculty. The recipient for 1980 was Peggy Ellen Warren.

The Henry M. Lyman Memorial Prize
Endowed in 1908, this prize is given each year to a junior student for outstanding work. The recipient for 1980 was Sara Leland Kennedy.

The David Peck Prize
This prize is awarded to the student who has made an outstanding contribution to the Student National Medical Association. The recipient for 1980 was Ricky Thomas.

The Undergraduate Cardiology Award
This prize is given to the graduating student who has had the best performance in a cardiology elective course. The recipient for 1980 was John Schousboe.

The Sir William Osler Pathology Prize
This prize is given to the medical student who has demonstrated the highest level of achievement in either experimental or diagnostic pathology. The recipient for 1980 was Jamie Von Roenn.

Tuition and Fees

Tuition and fees are to a great extent based on anticipated revenue per student received from various sources. During the 1979-80 academic year, the medical college will receive a capitation grant from the State of Illinois of $4,200 for each enrolled Illinois resident and from the federal government at an anticipated level of about $1,000 per student. Since the federal and State of Illinois capitation grants, as well as expenses associated with medical education, may fluctuate, the charges for tuition and fees may be modified as considered necessary by the Board of Trustees.

Students may expect the minimum expenditures shown below for each three-quarter period of enrollment in the college. During the third and fourth years the student budget will cover expenses for a 12-month academic year.

Estimated Student Budget 1980-81

9-MONTH ACADEMIC YEAR

	Single At Home	Single On Campus	Single Off Campus	Married
Tuition	$ 7,800	$ 7,800	$ 7,800	$ 7,800
Medical Insurance	100	100	600	600
Books & Supplies*	550	550	550	550
Housing and Utilities	0	2,010	2,320	2,660
Food	350	1,125	1,125	2,250
Transportation	850	210	365	730
Personal Expenses	695	695	695	1,390
Total	$10,345	$12,490	$13,455	$15,980
Monthly Living Expenses	$210/mo	$450/mo	$500/mo	$780/mo

*The books and supplies allowance will be $700 for second-year students and $440 for third- and fourth-year students.

While actively enrolled in Rush Medical College, all students are provided with single coverage in ANCHOR, a health maintenance organization providing a variety of professional services and ambulatory care, at no additional charge. In addition, all students are required to subscribe to Rush's group Blue Crosss hospitalization plan or an equivalent hospitalization plan, from their date of matriculation until graduation. A separate fee is charged for coverage under Rush's Blue Cross policy. This fee for 1979-80 was $33.00 per quarter for individual coverage and $151.00 per quarter for family coverage.

Payment of Tuition and Fees at Rush University

The following statement represents the policy for all Rush University students:

Tuition and fees are to be paid, or satisfactory arrangements for payment made, with the Office of Student Financial Affairs before registration is complete. Students may not attend classes until after registration is complete. Any exception to this policy must be approved in writing by the Associate Dean for Academic Support Services. Students enrolled in first-year courses at Knox College or Grinnell College will be billed for tuition by Rush Medical College.

Students have the responsibility to complete one or a combination of the following courses of action on or before the first day of classes of each quarter:

1. *Pay total tuition and fees for the quarter.*

2. *Complete a Deferred Payment Plan Contract.* This plan requires that one-third tuition, all fees, and a $15 service charge be paid on or before the first day of classes. Additional payments of one-third tuition are due on the fourth and eighth Monday of the quarter. Forms are available in the Office of Student Financial Affairs.

3. *Complete a Financial Aid Late Payment Form.* This form, initiated by the student and completed by the financial aid office, is to be filed when the student is receiving external aid and when that aid has not arrived at the university by the beginning of the term. This would occur, for example, when a guaranteed loan is needed to pay tuition and the proceeds from the bank have not been received by the beginning of the quarter. For that portion of tuition and fees not covered by this external aid, the student must complete step one or two above for the remaining amount. Forms are available in the Office of Student Financial Aid.

Those students who have not made satisfactory arrangements will be given notice by mail during the second week of classes that they are delinquent in their financial obligations to the University. The notification will inform the students that they have until Friday of the third week of classes to satisfy all such financial obligations. On Monday of the fourth week of classes, those students who have not made satisfactory arrangements will be notified that their registration has been cancelled for the quarter.

Students who choose the Deferred Payment Plan Contract and who fail to make a payment on the specified due dates will have notification mailed to them on Monday of the following week that they are delinquent in their financial obligations to Rush University. The notice will inform the students that they have until Friday of that week to satisfy their financial obligations without penalty, and that failure to do so will result in the cancellation of their registration for the quarter.

On Monday of the following week all students remaining delinquent under the Deferred Payment Plan will receive final notice that they have been dismissed, and that their dismissal has resulted in forfeiture of all previous payments made.

Any student dismissed under this policy will:

1. Be covered by Anchor/Blue Cross for the remainder of the quarter if the appropriate fees are paid.

2. Be dismissed from on-campus student housing.

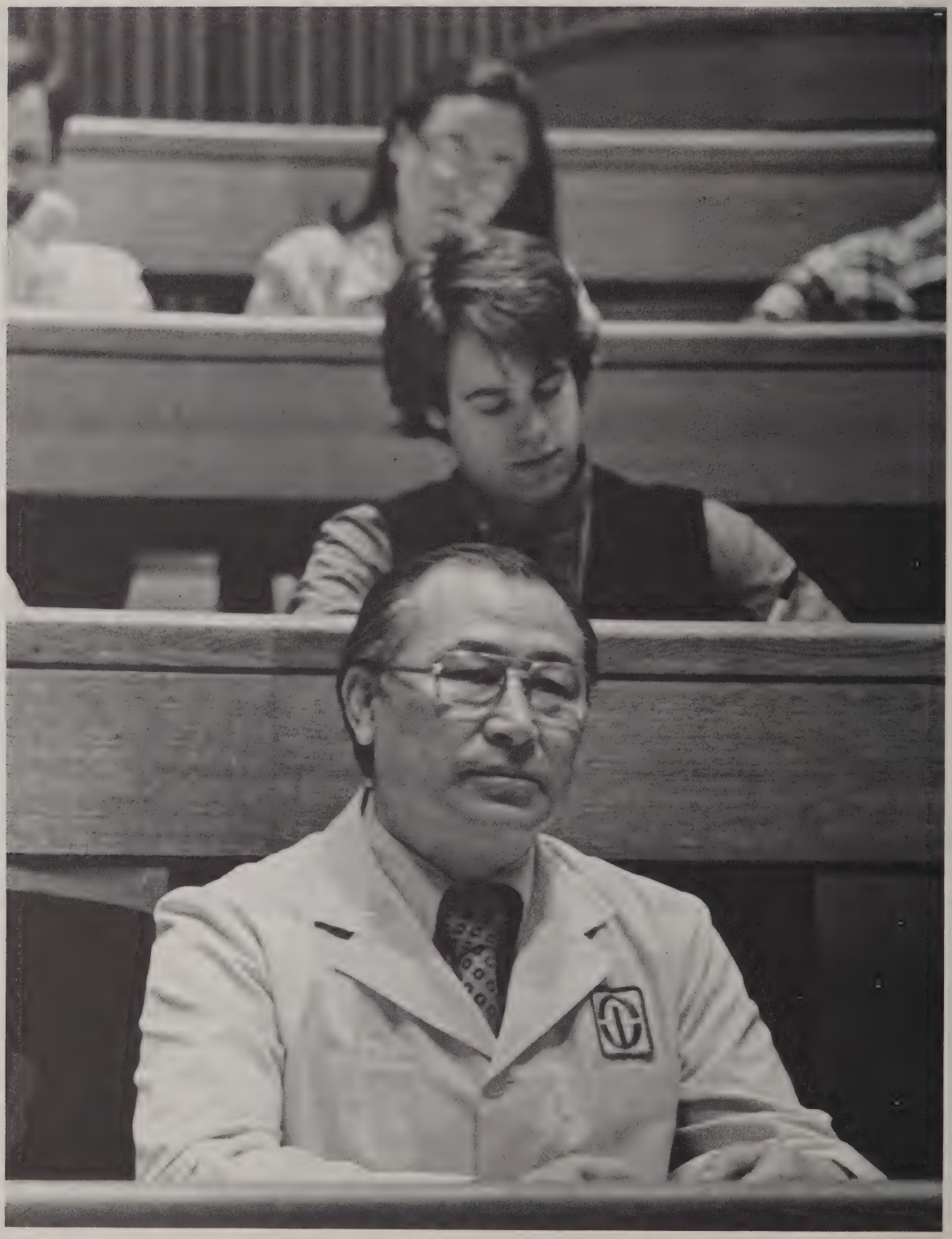
3. Lose locker and mail privileges.

Students who are reinstated by decision of the Associate Dean for Academic Support Services will pay an additional fee of $25.

Students who wish to reenroll should contact the Office of Medical Student Programs.

Refunds

Official withdrawal from any course or from the college entitles a student to a refund of tuition according to the following schedule: 100 percent refund if withdrawal is during the first calendar week in which classes begin; second week, 80 percent; third week, 60 percent; fourth week, 40 percent; fifth week, 20 percent. After the fifth week there will be no refund. College and university fees are not refundable.



Financial Assistance

General Information

The financial aid program has been established at Rush University to provide assistance to students who cannot afford to pay the full cost of education through their personal or family resources. Both scholarships and loans are awarded to students, although the majority of funds available are in the form of loans.

With the exception of the Guaranteed Student Loan and the Health Education Assistance Loan, all funds are awarded to students on the basis of financial need. Accordingly, students and their families will be expected to contribute toward educational expenses to the fullest extent possible. The level of the expected contributions is determined by analysis of financial information provided by the students and their families on the Graduate and Professional School Financial Aid Service (GAPSFAS) form. If the available resources fall short of meeting budgeted costs, the financial aid office will attempt to award sufficient financial aid to make up the difference. Whether or not sufficient funds will be available to meet all student needs will depend upon future increases in the cost of education and the amount of funds annually allocated to the school by the federal government and private lenders.

In any case, the ultimate responsibility for payment of financial obligations to the University rests with the student. As an alternative, the service-related programs are sponsored by the state and federal governments and provide an excellent opportunity for those students who are strongly committed to practicing medicine in a physician-shortage community or for those who are interested in military medicine.

Rush University Loan and Scholarship Programs

Application Procedure

The Rush University Student Financial Aid Handbook and applications for aid from the university will be mailed to all students who have been accepted into Rush Medical College and to any other students upon request. To be considered for financial aid from all sources, the student should file the following documents:

1. Rush University Financial Aid Application.

2. Graduate and Professional School Financial Aid Service statement (GAPSFAS). The Rush Medical College code number to be used on this form is 1675.

3. Financial Aid Transcript. A Financial Aid Transcript must be completed by each school previously attended. Transcript forms are available in the Office of Student Financial Aid.

4. Guaranteed Student Loan or Federally Insured Student Loan application. Applications are available at banks.

5. Application for all outside scholarship programs for which the student may be eligible, for example, Jewish Vocational Service, National Medical Fellowship, Model Cities, etc. (References are available in the financial aid office for more details.)

Application Deadline
For the student to receive consideration for aid from Rush University, the above documents should be on file in the financial aid office by May 1 preceding the student's September enrollment. Late applications will be considered for assistance but generally only if funds remain after distribution to applicants meeting the deadline. Students admitted after May 1 should submit their applications immediately after their admission.

Renewability of Financial Aid
The student must resubmit all financial aid application forms each and every year in which financial aid is being requested. Renewability will be contingent upon the student having continued financial need and upon the availability of funds.

Counseling Services
The Office of Student Financial Aid is open on a daily basis during regular business hours for consultation with students and parents on all matters regarding financing a Rush University education. Students and parents are welcomed and encouraged to make use of these services.

Scholarship Funds

Alexander Brunschwig Memorial Scholarship
This fund was established by the family, friends, and patients of Alexander Brunschwig, a graduate of the Rush class of 1927. Dr. Brunschwig earned an international reputation for his pioneer work in the radical surgical treatment of pelvic cancer.

Basic Education Opportunity Grant
This federal grant (gift aid) program is based solely upon the student's financial need and is designed to provide the first portion of a student's aid package. Awards currently range up to a maximum of $1,800 per year. Only students who have not obtained a bachelor's degree are eligible.

Exceptional Financial Need Scholarship Program for First-Year Students
Under this federal program, eligible students will receive a grant award which will provide full tuition payment, an allowance for books and supplies, and a stipend of $485 per month for 12 months. To be eligible, students must be first-year medical students of "exceptional financial need," which has been defined as having no financial resources whatsoever. All medical students who want to be given consideration for this scholarship program must submit parental financial information even if they are independent. Funds provided allow the awarding of only a few EFN Scholarships.

The EFN Scholarship provides support for the student only during the first year of medical school. The award is an outright grant which

does not require any repayment or service obligation. However, recipients of the EFN Scholarship will be given priority consideration if they should choose to enter the National Health Service Corps Scholarship Program in their second year, although they are under no obligation to do so.

Faculty Wives Scholarship
A scholarship fund for Rush University students has been established by a generous contribution from the wives of the faculty. These scholarships are awarded on the basis of academic potential and financial need.

Faculty Women's Scholarship
A generous contribution from the women of the Rush University faculty has provided a scholarship fund for female students in Rush University. Awards are based upon character, academic promise and financial need.

Clark W. Finnerud Scholarship
A scholarship fund was established by Clark W. Finnerud, M.D., and his friends and grateful patients. Dr. Finnerud was a graduate of the Rush Medical College Class of 1918. He was a distinguished dermatologist and educator and a member of Rush faculty from 1924 to 1942.

Eunice Goebel Greeley Scholarship
A scholarship fund in the memory of his beloved wife, Eunice Goebel Greeley, given by her husband, Paul W. Greeley, M.D., Professor Emeritus of Surgery at Rush. The scholarship is to be granted annually to any Rush medical student who has completed the first year of medical study. The applicant to be selected must be a motivated individual in scholarship, personality and compassion.

Illinois State Scholarship Commission (ISSC) Monetary Award Program
Monetary awards are made by the Illinois State Scholarship Commission to help meet the financial needs of Illinois residents attending Illinois schools. Awards currently range up to a maximum of $1,800 per year and are based strictly upon financial need. Students apply directly to the Scholarship Commission and receive a Notification of Status informing them of the level of their award. Students who have completed more than 225 quarter hours of study or who have attained a baccalaureate degree are ineligible for the state scholarship program.

Philip N. Jones Scholarship
Patients of Dr. Philip N. Jones, a member of the staff of Rush-Presbyterian-St. Luke's Medical Center and the faculty of Rush Medical College, have honored him by establishing the Philip N. Jones Scholarship, awarded to a needy student in the college of medicine.

Laurel E. Keith Scholarship
This fund was established by Dr. Laurel E. Keith, Associate Attending, Presbyterian-St. Luke's Hospital, and Associate Professor of Pediatrics, Rush Medical College. The fund is available to a student in need without regard to race, religion or place of residence, and who by the usual criteria, has performed admirably in the Department of Pediatrics.

Earl Leimbacher Endowed Scholarship
The fund was established in honor of Dr. Earl Leimbacher, Rush Medical College graduate of 1934, an outstanding surgeon in the Joliet area, and a dedicated teacher and scholar. This program provides scholarship monies to needy students of Rush Medical College.

Marcus and Theresa Levie Educational Fund of Jewish Vocational Service
Funds are made available to Jewish men and women, legally domiciled in Cook County, Illinois, whose financial need cannot be met by other means of support. Applications can be obtained from the Jewish Vocational Service, One South Franklin Street, Chicago, Illinois 60606.

National Medical Fellowships
Students from minority groups currently under-represented in the medical profession, specifically American Blacks, Mexican Americans, Puerto Ricans, and American Indians, who have been accepted by an accredited U.S. medical school for study leading to the M.D. degree are eligible to apply. Applicants must be citizens of the U.S. or have made application for U.S. citizenship and must demonstrate financial need. Applications can be obtained from the National Medical Fellowships, 250 West 57th Street, New York 10019.

John Phillips Scholarship Fund
Established a number of years ago, this program provides scholarship funds to needy students of Rush Medical College.

Rush Medical College Student Aid Fund
Scholarship and student loan funds are available for students on the basis of need. These funds have been made available through contributions from private donors and institutional sources.

The Rush-Presbyterian-St. Luke's Medical Staff Scholarship
The attending staff of Rush-Presbyterian-St. Luke's Medical Center have established a scholarship for medical students in need of financial support. The support of the attending staff has been a significant source of scholarship assistance.

Heyworth N. and Catherine Sanford Scholarship
An endowed scholarship program was created in memory of Heyworth N. and Catherine Sanford. Dr. Sanford was a graduate of Rush Medical College.

Dr. Charles H. Solomon Scholarship Fund
This fund was established under the will of Sarah M. Solomon in honor of her husband, Dr. Charles H. Solomon, a graduate of Rush Medical College, to provide scholarship grants to worthy and needy students in Rush Medical College

C. M. Swale Scholarship
An endowed scholarship fund created to benefit the students of Rush Medical College.

Loan Funds

American Medical Association Educational Research Fund: Guaranteed Student Loan
Available only after one term of study, payment of principal may be deferred until after completion of residency. Interest begins immediately at 1 percent over prime rate during deferment period and 2 percent over prime during payment period.

American Medical Association Educational Research Fund: Student Opportunity Loan
A limited number of these loans are available to those students with a history of highest need. Both principal and interest are deferred until after graduation, and some matching scholarship must be provided.

Carl O. Almquist Student Loan Fund
The Carl O. Almquist Student Loan Fund was established in memory of Dr. Almquist, a graduate of the Rush Medical College Class of 1926. The fund is to be made available to students from northwest Indiana. Students are required to repay these loans over a period of five years beginning five months after graduation. The interest begins five months after graduation and is charged at 5 percent.

Broda O. Barnes and Charlotte W. Barnes Student Loan Fund
This fund, established by the Webster Barnes Foundation, provides financial support for students of Rush Medical College who are in good scholastic standing and who exhibit a proven need for such support. Special consideration is given to those students who exhibit an interest and aptitude in the field of physiology. Students are required to repay these loans beginning five months following graduation at a rate of interest of 5 percent.

Irene Cavanaugh Student Loan Fund
This loan fund was established through the M. Irene Cavanaugh Trust to assist medical students in financial need. Repayment begins five months after graduation at an interest rate of 5 percent.

Edna Dunning Trust Fund Loan
The Edna Dunning Trust Fund Loan has provided significant loan monies to offset tuition costs for students at medical schools in the Chicago area. The loan carries an interest rate of 5 percent while the student is engaged in medical education and 10 percent during the repayment period. Deferment of principal repayment is possible for those students selecting a residency in the Chicago area. Otherwise, the repayment period will extend over a period of five years, beginning six months after graduation.

Faculty Wives Emergency Loan Fund
The Rush University faculty wives have made money available for emergency loans to students in the college of medicine. It is anticipated that these loans will be repaid in a short period of time so that the fund may be maximally utilized.

Donald W. Fergusson Memorial Loan Fund
Established in memory of Donald W. Fergusson, payment of principal and interest on this loan are deferred until five months after the student graduates. Interest begins at that time at 5 percent. Awards are made by the financial aid office on the basis of academic promise and financial need.

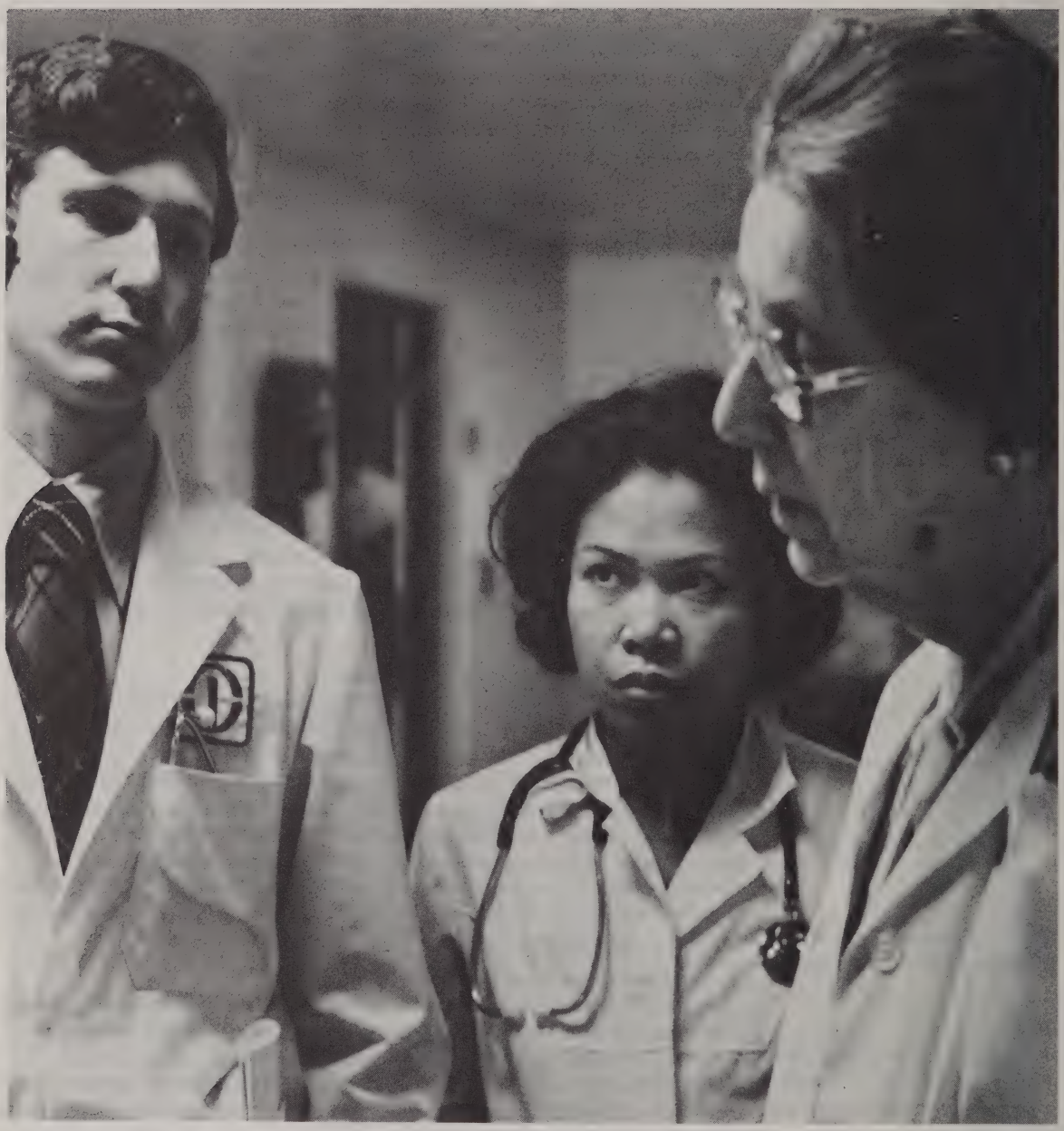
Guaranteed Student Loan Program or Federally Insured Student Loan Program
These are loan programs in which students make application directly to participating lending institutions (banks, savings and loans associations, credit unions, etc.), with the state and federal governments acting as guarantor for the funds. Eligibility is not based on financial need. Interest on the loan is paid for all students by the government while the student is in school The annual maximum allowed under the program is $5,000 for full-time graduate students; the cumulative maximum is $15,000. Applications are available at the lending institutions.

Guibor Student Loan Fund
A loan fund has been established in memory of George Guibor, M.D., an alumnus of Rush Medical College. The loan is interest free while the student is enrolled in school and 5 percent interest is charged during the repayment period, which begins five months after graduation.

Health Education Assistance Loan (HEAL)
Under the HEAL program, medical students may borrow up to $10,000 per academic year to a total of $50,000 from participating lending institutions. The rate of interest is 10 percent to 12 percent and interest is charged while the student is in school and during residency training. Repayment of principal and interest begins nine months after completion of formal training (including accredited residency programs) and the borrower may have 10 to 15 years to repay the loan. Federal eligibility requirements do not allow a student to borrow from the Guaranteed Student Loan Program and the HEAL program during the same academic year.

Health Professions Loan Program
The Health Professions Loan Program is funded by a federal capital contribution and a supplementary contribution from the university. Awards are made by the financial aid office based on the federal definition of "exceptional financial need." Because this definition does not recognize student independence, all students who want to be given consideration for this loan program should submit parental information even if they meet the criteria of student independence.

John and Lawrence Jacques Loan Fund
Both John Jacques, who fled Russia in the 1890s, and his son, Lawrence Jacques, who was born in Chicago, were graduates of Rush Medical College. John received his degree in 1896 and Lawrence in 1923. Father and son became outstanding Chicago physicians and teachers. Lawrence Jacques formed one of the first pre-paid group practices in medicine. This loan fund was established by the family



and patients of Lawrence Jacques. Loans must be repaid within five years after graduation. No interest is charged, but a compensatory gift to the fund is requested of the student.

Robert Wood Johnson Foundation Student Aid Program
An interest charge from 10 percent to 12 percent begins immediately while the student is in school and continues through the life of this loan. Repayment of the principal begins after completion of residency training. The lender in Illinois is the Northern Trust Bank.

Grace M. Marshall Loan Fund
A loan fund established by the Grace M. Marshall Educational Foundation to benefit students in medicine, law or science. Loans are repayable one year after graduation and carry an interest rate of three percent during the repayment period.

Dr. David Monash Student Loan Fund
Loans are made to students with need from this fund which has been established to honor the career of Dr. David Monash, a distinguished Chicago obstetrician. Repayment of principal and interest begins five months after graduation at an interest rate of five percent. Students have five years in which to repay the loan.

National Direct Student Loan Program
Funds under this campus-based federal loan program are awarded by the financial aid office on the basis of financial need. Principal and interest are deferred until nine months after graduation. Interest begins at that time at a rate of three percent. Students have up to ten years to repay the loan, except that a minimum monthly repayment of $30.00 may be required.

National Republic Bank Loan Program
This loan program is awarded by the financial aid office on the basis of financial need. Only third and fourth year students are eligible. Interest is charged during the entire life of the loan at the rate of eight percent, although the University has been subsidizing the interest charged while the student is enrolled. Repayment of the principal begins after graduation and is at the rate of $100 per month.

Frederick Henry Prince Trust Student Loan Fund
Established by the trust of Frederick Henry Prince, a well-known Chicagoan, this loan is principal and interest deferred while the student is in school and for five months thereafter. Interest begins at that point at the rate of five percent. The student has five years in which to repay this loan.

Simon M. Shubitz Student Loan Fund
This loan fund was established by Simon M. Shubitz, who graduated from Rush Medical College in 1936. He is a distinguished physician of Los Angeles, California; Fellow, American Academy of Family Physicians, American College of Cardiology; and Founding Fellow of the American Geriatrics Society. These loans are granted without interest to Rush medical students in good academic standing and in need of financial aid. Loans must be repaid within five years after graduation. In lieu of interest, each loan beneficiary is requested to contribute to the principal of this loan fund to benefit future students.

Employment
College Work-Study Program
This is a federal student employment program wherein students with demonstrated financial need work part-time to help meet the costs of attendance. Work-study awards and job placement are made by the Office of Student Financial Aid.

Institutional Employment
There are some opportunities for students to work part-time within the institution. Students should be mindful, however, that the academic workload may preclude them from working during the academic term. Such employment is handled through the regular Medical Center employment process.

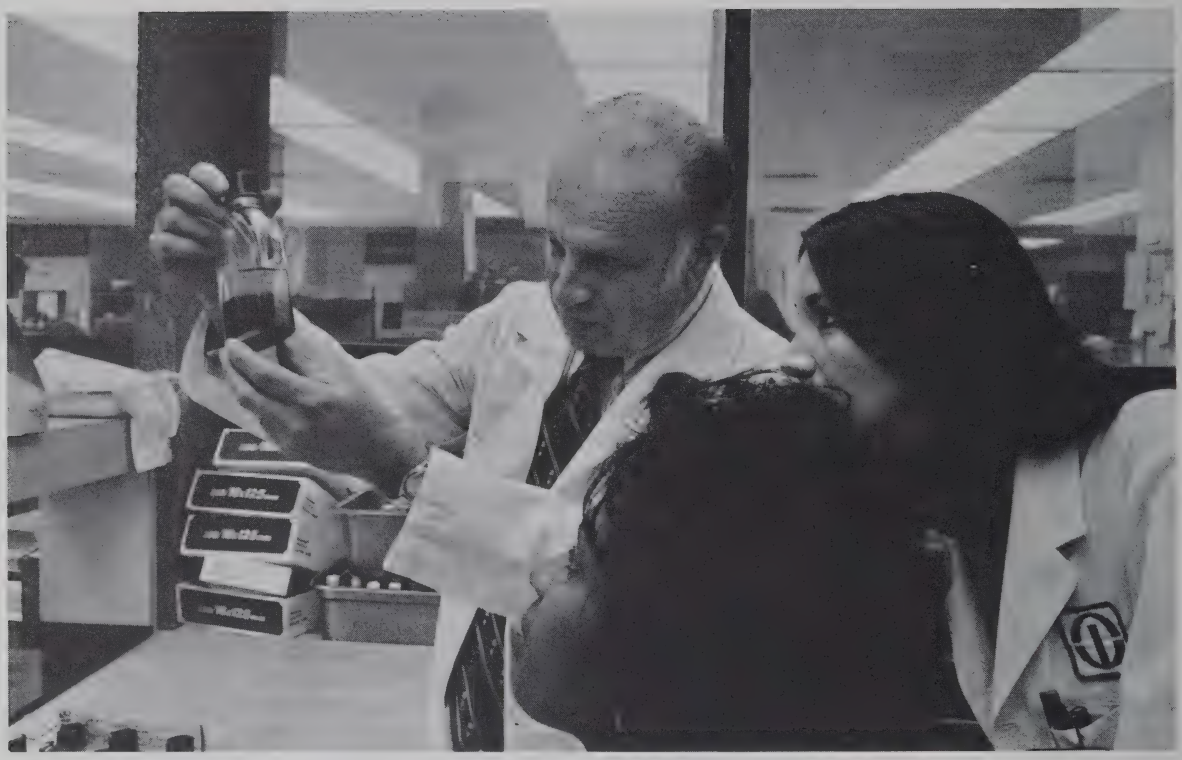
Scholarship Service Programs

National Health Service Corps Scholarship Program
The National Health Service Corps Scholarship was established by the federal government to address the problem of maldistribution of health professionals within the country. Full scholarship support is provided to the student in return for a contractual agreement to serve in a federally designated shortage area one year for each year of scholarship support. The minimum service commitment is for two years. The scholarship benefits include payment of full tuition, a stipend of $485 per month for 12 months per year (increasing each year with the percentage increase in federal service salaries), plus an allowance covering average expenditures for books, equipment, etc. Upon completion of their training, NHSC scholarship recipients will be assigned to a federally designated Health Manpower Shortage Area, which are located for the most part in rural areas, although there are a number of inner-city sites as well. The service obligation may be deferred for up to three years after graduation to complete residency training. The penalty for breaking a service obligation contract will be payment of three times the amount of scholarship support received plus a maximum interest penalty.

Illinois Family Practice Scholarship
The Illinois Department of Public Health sponsors a "scholarship loan" program which provides support for medical students in return for their contractual agreement to serve in a designated physician-shortage area within the State of Illinois. In order to be eligible, students must be residents of Illinois and they must demonstrate need for financial assistance.

During the 1979-80 academic year, scholarship benefits provided for full payment of tuition and fees, and a stipend of $400 per month for 12 months. To fulfill the service obligation, the scholarship recipient must establish a practice in one of the designated shortage areas in Illinois and remain in the practice on a full-time basis one year for each year that the student received assistance. The service period may be deferred until completion of a primary care residency program. Preference of location will be given to those who complete a residency in family practice. Failure to meet the terms of the contract would require the recipient to reimburse the state three times the total amount of the "scholarship loan" over the same period of time that the loan was made.

Armed Forces Scholarship Program
Three branches of the Armed Services (Army, Navy, and Air Force) have scholarship programs for medical students. These provide full tuition plus books, a stipend of $400 per month for 10½ months and a higher stipend for 1½ months of summer service. The minimum service obligation is three years, not including a possible residency in a service hospital. The students should contact the local recruiting office of the branch of the service in which they are interested.



The Faculty Advisor Program

The Faculty Advisor Program of the medical college provides counseling and advice on a personal level. In addition to being assigned an academic advisor who is a member of the Dean's Office, each student has the opportunity of having a faculty advisor who will be an additional source for career and personal advice. The primary purpose of the Faculty Advisor Program is to provide additional support to each student in his or her personal growth and development in the pursuit of career goals. Students obtain help in obtaining a faculty advisor from either their Academic Advisor or the Assistant Dean for Academic Counseling.

Health Services

The University has authorized a two-part program of medical service to protect and promote the health of its students. One program is ANCHOR, a health maintenance organization oriented toward illness prevention, which provides a variety of professional services and ambulatory care.

While a student is actively enrolled in Rush University, single coverage in ANCHOR is provided at no charge; however, coverage does not begin until an ANCHOR application is properly filled out and signed at the Office of Financial Affairs. A new application must be filled out during the first week of the quarter for all new students and whenever a student is rejoining the ANCHOR program after a lapse in coverage such as summer vacation.

In addition, all students are required to notify the Office of Financial Affairs prior to the end of spring quarter to indicate whether they want continued, summer coverage. If summer coverage is desired, they will be required to pay the appropriate fee at that time.

A student's spouse and dependents may also be enrolled in the ANCHOR program for an additional fee. This can be done by filling out a change in coverage card when the student first becomes married or has a child, or at open enrollment during the first week of each quarter.

Costs for 1979-80 participation were: (Per Quarter)

ANCHOR	While enrolled	Not enrolled
Single	-0-	$ 44
Couple	$ 44	$ 88
Family	$101	$145

The second part of the medical service program is Blue Cross Hospitalization Insurance. Each student must maintain this Blue Cross coverage or its equivalent from the date of matriculation until graduation, including summer quarters. Prior to matriculation, students must decide either to join Rush's Blue Cross policy or to obtain similar hospitalization coverage elsewhere.

During fall registration all students must sign up for single Blue Cross membership unless they can provide proof of alternative coverage. Such proof consists of presenting a current alternative hospitalization policy or a member identification card. After fall registration a student can only join Rush's Blue Cross policy during open enrollment during the first week of each quarter.

If a student wants to drop his/her Blue Cross coverage during the school year, he/she must first show proof of similar coverage elsewhere and then can only drop at the end of the current quarter. If coverage is dropped, one can re-enroll only during the first week of fall quarter.

A student's spouse and dependents may also be enrolled in Rush's Blue Cross plan for an additional fee. This can be done by filling out a change of coverage form for family coverage when the student first becomes married or during open enrollment which is the first week of each quarter. A child is covered under the family plan at no additional charge; however the child's name must be added to the policy before the coverage is effective. This can be done by filling out a change of coverage form at the Office of Financial Affairs.

Costs for 1979-80 participation were:

Blue Cross	Per Quarter	Summer Plan
Single	$ 33	$ 33
Family	$151	$151

Counseling Services

At the Student Counseling Center mental health professionals offer assistance to students in dealing with a range of emotional and social adjustment problems. The Center is a place in which to discuss study and learning difficulties, marital and relationship stresses, and any other matters which may be hindering growth and development. In addition to individual and couple counseling, the Center offers group and workshop experiences. Concerns common to many students are often addressed effectively by such small group discussions. Also, the Center trains student volunteers as peer counselors. Members of the peer counseling group, the Inner Ear, are available to students who prefer to confer with another student rather than with a professional.

The Student Counseling Center maintains strict standards of privacy and confidentiality. No information on individual students is released to anyone, inside or outside the University, without the informed consent of the student, nor do contacts with the Center become a part of University records.

Office of Student Affairs

The Rush University Office of Student Affairs works to provide an atmosphere which will enhance the students' academic experience. The student affairs staff works closely with students, faculty, and administration to identify areas of student need and to design and implement programs and policies to meet those needs. Special attempts are made to encourage university-wide activities which include students from all the colleges. Inquiries may be made to:

The Office of Student Affairs
Rush University
1743 West Harrison Street
Chicago, Illinois 60612
(312) 942-6302

Housing

Chicago and its adjoining suburbs, as well as the University, provide a wide variety of off-campus and on-campus housing options for Rush University students. The Office of Student Affairs publishes a "Housing Information Sheet" which outlines these residential opportunities in detail. This material is routinely sent to all accepted students.

Schweppe-Sprague Hall, Kidston House, and McCormick House comprise the on-campus housing at Rush University. The individual units range from a limited number of single occupancy dormitory spaces to two-bedroom apartments which accommodate four students. When filled to capacity current on-campus facilities can house approximately 26 percent of the total student body.

Nine-month and twelve-month rental agreements are available for on-campus housing and a security deposit equal to one month's rent is required in advance. A written notification of cancellation of the housing agreement by August 15 will result in a full refund of the deposit to the student. After that date the deposit is returned to the student after the student vacates, less the cost of repairing any damage to fixtures, walls, ceilings, or floors.

Information regarding current availability of off-campus units, potential roommates, and car pools is also coordinated by the Office of Student Affairs. An off-campus housing bulletin board as well as current copies of local newspapers are also maintained to help students relocate.

Transportation and Parking

Public transportation to and from the Rush campus is readily available. The "Congress A" elevated train stops one and one-half blocks northwest of the campus at the "Medical Center" stop. The "Douglas B" train stops at the southeast corner of the campus at the "Polk Street/Medical Center" stop. Chicago Transit Authority bus routes 58 and 7 also stop at the campus.

Students who commute by automobile may use the covered parking garage located directly across the street from the Academic Facility on Paulina Street. Prevailing parking rates apply.

The Medical Center also operates a shuttle bus to and from the Chicago Northwestern and Union train stations during the rush hours.

Social and Cultural Activities

Lake Michigan provides an ideal site for a variety of activities such as boating, fishing, bicycling along the lakeshore path, and sunning. During the winter months, ice skating and cross-country ski enthusiasts have access to Cook County's expansive parks and forest preserves.

Currently, full-time students at Rush may purchase a pass for use of the recreational facilities at the University of Illinois Chicago Circle Campus. The pass provides access to bowling lanes, billiard tables, table tennis, swimming pool, handball courts, and weight and exercise rooms. Arrangements to obtain a pass are made in the Office of Student Affairs.

With hundreds of students currently on the Rush University campus there are a variety of social opportunities. Spontaneous gatherings, student organized activities, and events coordinated by the student affairs office occur regularly.

Chicago's Loop, with its many opportunities in art, music, drama, films, and museums, is located approximately two miles from campus and is easily reached by public transportation.

Outstanding attractions in Chicago include the Chicago Symphony Orchestra, the Lyric Opera, the Art Institute, the Museum of Science and Industry, the Field Museum of Natural History, the Shedd Aquarium and the Adler Planetarium.

Alumni Association of Rush Medical College

The Alumni Association is an active organization dedicated to supporting the educational goals of Rush Medical College. Purposes of the organization are: to maintain communications between alumni and the College; to honor alumni who have given distinguished service to the profession of medicine; to promote and encourage the highest standards of medical education; to assist the faculty and staff of the college in any way possible; and to provide financial support for the operation of Rush Medical College.

Prior to its reactivation in 1971, Rush Medical College conferred 10,976 M.D. degrees. The alumni and trustees of the college were responsible for keeping alive the original charter granted by the State of Illinois in 1837. The alumni also maintained the Rush Medical Library and made financial grants for postgraduate education during the college's inactive period. Rush alumni are practicing in all of the 50 United States and in 11 foreign countries.

The Alumni Association is represented on the Board of Trustees of Rush-Presbyterian-St. Luke's Medical Center by four alumni who are elected annually and among whom is the President of the Association.

Course Descriptions

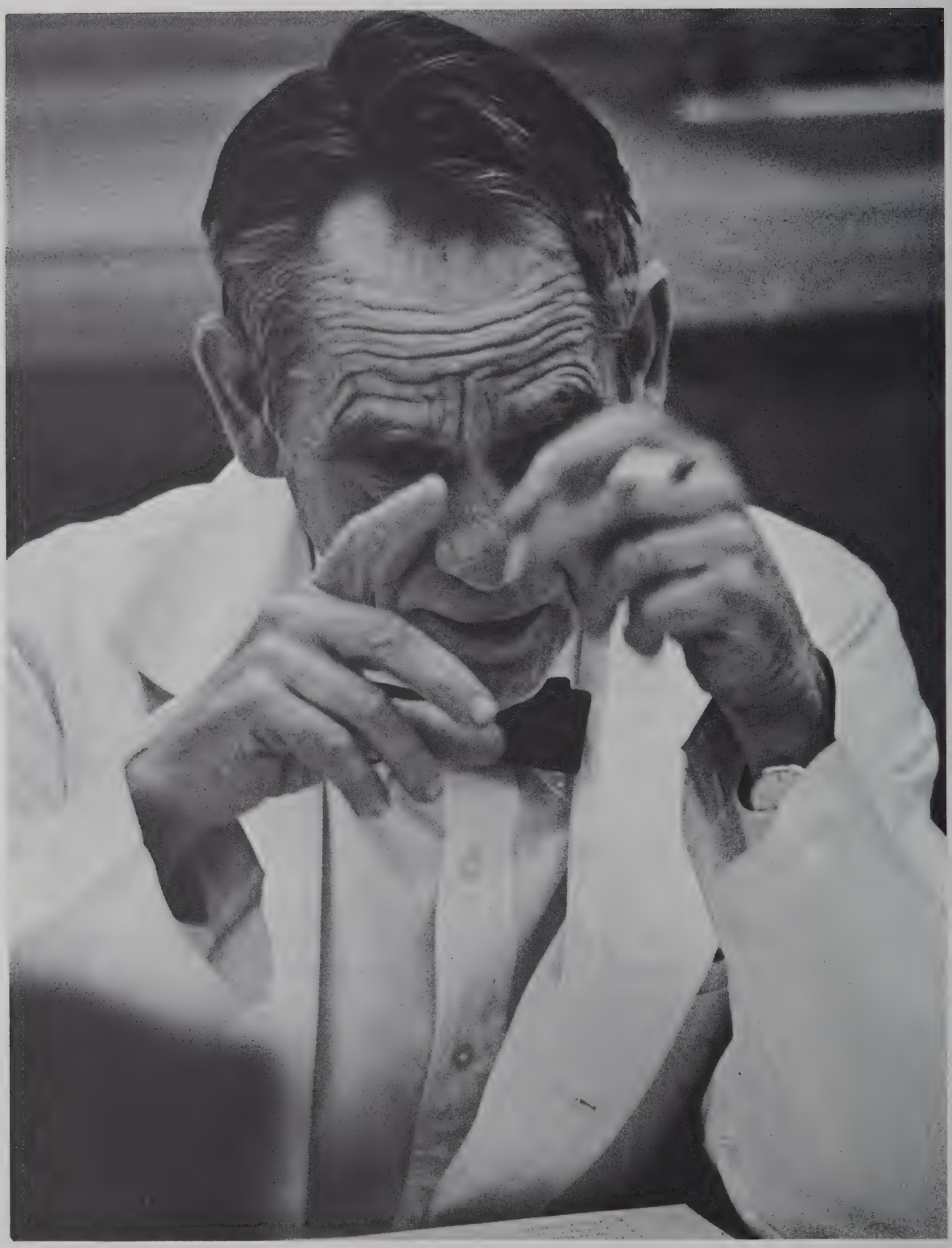
Courses listed and described in this section are Rush Medical College courses expected to be offered to students in the 1980-81 academic year.

Course Abbreviations

All Rush Medical College courses are listed alphabetically according to the discipline to which the course content is related. These disciplines do not necessarily reflect a department in the College or the Medical Center. The following list shows the disciplines and their abbreviations.

I. Behavioral Sciences	BEHAV
II. Biological Sciences	
Anatomy	ANAT
Biochemistry	BIOCH
Genetics	GENET
Immunology	IMMUN
Microbiology	MICRO
Pharmacology	PHARM
Physiology	PHYSO
III. Clinical Sciences	
Clinical Tutorial	CLTUT
Dermatology	DERM
Family Medicine	FAMED
Internal Medicine	INMED
Neurological Sciences	NEURO
Obstetrics and Gynecology	OBGYN
Pathology	PATHO
Pediatrics	PEDS
Physical Medicine and Rehabilitation	PMEDR
Preventive Medicine	PRMED
Psychiatry	PSYCH
Surgery	SURGY
IV. Humanities	HUM

FA — Fall WI — Winter SP — Spring SU — Summer
Requ — Required Prerequ — Prerequisite



Anatomy

ANAT 451

Histology. FA, WI. Director: J. A. Colgan, Ph.D. An introduction to the use of the microscope. The microscopic anatomy of cells, tissues, and organ systems of the human body is studied through laboratories, lectures, and preceptorials in correspondence with Human Anatomy over the Fall and Winter Quarters. Special attention is given to the fine structural anatomy of cell organelles and individual specializations revealed by the electron microscope. Functional and clinical correlations are emphasized.
Requ: First Year; 80 hours.

ANAT 471

Human Anatomy I. FA. Director: A. J. Schmidt, Ph.D. The structure and function of the human body are examined topographically through laboratory dissection, lectures, and preceptorials. Laboratory dissection is conducted regionally, encompassing the thorax, abdomen, pelvis, perineum, head and neck, and extremities. Radiological anatomy, living anatomy, and clinical correlations are emphasized.
Requ: First Year; 90 hours.

ANAT 472

Human Anatomy II. WI. Director: A. J. Schmidt, Ph.D. Continuation of ANAT 471.
Requ: First Year; 90 hours.

ANAT 601

Surgical Anatomy. FA, SP. Director: A. Doolas, M.D. A laboratory program of regional dissections and demonstrations. The applied, clinical, and surgical aspects of anatomical topography are emphasized.
Prerequ: ANAT 472; Elective; 2-8 weeks.

Behavioral Sciences

BEHAV 451

Fundamentals of Behavior. FA. Director: P. Zeldow, Ph.D.; Coordinator: M. Counte, Ph.D. This is a lecture course that provides the student with the basic conceptual framework and terminology that are used to describe and explain human behavior. It is divided into three sections: biological, psychological, and sociocultural. Primary emphasis throughout is on the ways such types of influences interact with health care delivery. It is designed as a series with BEHAV 453.
Requ: First Year; 23 hours.

BEHAV 453

Behavior in the Life Cycle. WI. Director: P. Zeldow, Ph.D.; Coordinator: K. Billingham, Ph.D. Introduction to a clinically based study of the individual life cycle. Emphasis is on the biological, psychological, and sociocultural factors in adaptation during each phase of the life cycle. Lecture and discussion.
Prerequ: BEHAV 451; Requ: First Year; 26 hours.

BEHAV 473

Mini-Course Matrix. SP. Director: P. Zeldow, Ph.D. A matrix of special topic seminars is presented from which the student selects two or three. Each seminar allows a concentrated approach to a significant area of behavioral study. Some are offered the first half; some the second half of the quarter, and some span both halves.
Prerequ: BEHAV 453; Requ: First Year; 10 hours each except where noted.

The following topics were presented in 1980 in BEHAV 473. Topics may be added or deleted in subsequent years.

Introduction to Genetic Influences on Intelligence. David C. Garron, Ph.D. This course is intended to give the student the critical background necessary to understand current research and theory concerning the influence of genetic factors on intelligence. It will cover a) the history of inquiry into the inheritance of intelligence (19th and 20th century); b) evolutionary significance of behavior; c) changes in behavior-genetic concepts and investigations during the 20th century; d) relevant concepts of intelligence; e) distinction between "genetics of mental retardation" and "genetics of intelligence"; and f) current issues and current knowledge.

Adolescent Pregnancy. Dolores Exum, M.S.W. The purpose of this course is to help the student develop a knowledge base regarding the cultural, socioeconomic, emotional, and psychological aspects of adolescent pregnancy. The course format will include seminar, lecture, and discussion on topics such as 1) the incidence and prevalence of adolescent pregnancies and implications for the health provider; 2) influence of value systems and stereotypic thinking in relation to adolescence; 3) the pregnant adolescent; 4) prevention and anticipatory guidance, abortion and family planning; and 5) the role of the family of the pregnant adolescent.

Sociology of the Hospital. Sue T. Hegyvary, Ph.D. A variety of topics will be covered in this course, including how organizational variables influence the quality of patient care; what dilemmas arise when one attempts to provide clinical services in a bureaucratic system; how external groups exert social control over hospitals; the role of the patient and his/her family in the social structure of the hospital, and what changes are occurring (e.g., Patients' Bill of Rights); and how social and organizational factors related to patient care can be modified to increase the quality of care provided.

Clinical Hypnosis. Billie S. Lazar, Ph.D. This is an introduction to clinical hypnosis. It will cover the nature of hypnosis, indications and precautions for its use, integration of this modality into clinical practice, and an in-depth presentation of selected uses, techniques and skills for clinical application. The format of the class will include lecture, discussion, and demonstration.

Family Treatment. Katharine Lofgren, M.S.W. This course will acquaint the student with the theory and practice of family therapy. The properties of healthy and dysfunctional families, as well as treatment techniques, will be explored utilizing video tape. The format will include case studies, video tapes of noted family therapists, and didactic presentations. One section will deal with the role of the family in psychosomatic illness; one with crisis intervention techniques.

Clinical Studies of Suicide. Jan Fawcett, M.D. This course will attempt to place suicide in a social and clinical perspective and will cover a range of theories of the etiology of suicidal behavior from literature, the social sciences, clinical psychology, and psychiatry.

Perspectives in Community Health. Marva P. Dawkins, Ph.D. This course is a five week seminar of special topics in the field of community mental health. The course is designed to offer students a basic understanding of the professional practitioner's role in community mental health. Emphasis will be on the ways in which theoretical orientations, conceptual issues, and ideas are translated into practical approaches relative to service delivery.

Illness Behavior. Michael A. Counte, Ph.D. Health service utilization, or the circumstances under which people who experience symptoms seek out medical care, is the basic topic of this course. A complex interplay of medical, social, and psychological factors are involved in such decision-making, often influencing individuals to seek care prematurely, or to delay and provoke a crisis situation. The decision to seek care and the kinds of help sought will be viewed in terms of major conceptual models of such behavior, research findings, patient compliance, and application will be made to medical practice in various forms. Case history material will be introduced.

Behavioral Pediatrics. Paul Driscoll, M.Ed. This course will focus on typical behavioral problems of the pre-school (2-4) and early school age (5-8) child which are seen by pediatricians and family practitioners. It is designed to assist in the understanding and treatment of areas such as enuresis and encopresis; feeding difficulties; discipline; reactions to separations (hospitalization, day care); and school-related difficulties.

Sleep, Normal and Abnormal. Rosalind D. Cartwright, Ph.D.; Laura Gordon, Ph.D.; Steve Weber, Ph.D. This course will provide a general introduction to the physiology and psychology of sleep. It will cover both normal sleep and dream patterns and the deviations which occur with various medical and psychiatric problems. It will also cover the diagnosis and treatment of the insomnias, hypersomnias, and abnormal behaviors associated with sleep (sleepwalking, talking, enuresis, and night terrors).

Alternative Modes of Healing. Jeffrey C. Salloway, Ph.D. Health Care has two dimensions: treatment and healing. A variety of modes of treatment are utilized by patients to promote healing. Traditional medicine is but one of these modes. The course will focus upon approaches to the facilitation of healing as practiced by such treatment modalities as osteopathy, chiropractic, spiritual healing, naprapathy, and reflexology, as well as traditional branches of medicine. Emphasis will be on the treater's view of the patient as a whole, etiology of disease, methods of intervention and their side-effects, utilization of the patient's own resources, and techniques to enlist the patient's own participation in the healing process. Presentation will be made by representatives of alternative modes of treatment.

Human Sexuality and Health Care. Francois E. Alouf, M.D. As with other areas of health care, public expectations for better sexual health have increasingly pushed the medical profession to deliver more comprehensive care. Sexual problems are to be found routinely among the patients in physicians' offices. Very often those patients will first seek medical consultation. This course will review several aspects of human sexuality including the human sexual responses in the male and female, gender role development in men and women, taking a sex history in clinical practice, sex and medical illness, and basic aspects of sex therapy in general practice. Through the use of videotapes, films, slides, assigned readings and discussion, this seminar will attempt to help the physician provide better care to those patients who either present themselves with sexual problems or in whom sexual difficulties are uncovered.

The Changing Health Care Delivery Team. Luther Christman, Ph.D., R.N. A variety of models are available for organizing the talent of the members of the health care delivery team in the process of delivering care. The utility of these various models will be contrasted in light of changes in hospital organization, new political and economic demands, and the emergence of new types of clinicians. Finally, an attempt will be made to assess how broad developments in and across the health professions (e.g., joint practice activities) influence professional interaction and ultimately patient care as well.

Obesity. John Mead, Ph.D., and Dorice Narins, Ph.D. In a series of informal lecture-discussions, the physiological effects of increased weight, how people respond to a person who is heavier than average, the external and internal factors that trigger eating, and many more topics will be discussed.

Living and Dying. Rev. George Fitchett, D.Min. Students in this course will (1) become familiar with the significant literature in the field of thanatology, particularly that which deals with the psycho-social care of the dying patient; (2) reflect on their own personal feelings and experiences related to death and loss and the ways in which they might influence clinical practice; and (3) examine actual clinical cases in light of #1 and #2 above to enhance the student's ability to provide competent psychosocial care to the terminally ill and their families.

Becoming a Physician. Mark H. Lepper, M.D. An opportunity to examine the process of becoming a physician will be presented. Topics to be covered will include socialization into the profession of medicine, the adjustments required of medical students, the psychologically impaired physician, and changes in medical education.

Neural Basis of Learning and Memory. Leyla deToledo-Morrell, Ph.D. Examination of experimental approaches used to study the neural basis of learning and memory. Course will cover neurophysiological, biochemical, pharmacological and behavioral studies, and will range from the detailed analysis of simple behaviors in simple systems to complex learned behaviors in man. Where possible, principles discovered in the laboratory will be applied to the memory disorders encountered in clinical situations. Similarly, observations derived from the study of clinical disorders will be used to indicate their contribution to the understanding of memory mechanisms.

Psychology, Psychiatry, and the Law. Richard Rogers, Ph.D., Course Coordinator; Barbara Weiner, J.D.; James L. Cavanaugh, Jr., M.D. Mini-course developed to examine basic issues confronting mental health and the law. Its intent is to familiarize medical students with some of the complex and controversial issues in the application of psychology and psychiatry to the law as well as the impact of mental health on the legal system. The course will examine treatment and evaluative issues, the role of attorneys in the mental health system, patients' rights, and professional issues such as court testimony and malpractice.

Psychology and Psychopathology of Aging. Lawrence Lazarus, M.D. Focus is on the normal and psychopathological processes of aging and the physician's role in the total health care of the elderly patient. Topics for discussion will include normal psychology of the aging process; interviewing techniques with elderly patients; depression, paranoid reaction, and organic brain syndromes in elderly patients; psychological and psychopharmacological treatment approaches with elderly patients; and the physician and the chronically ill and dying patient.

Parenting and Child Abuse. David Anderson, Ph.D. Purpose is to sensitize the student to some of the basic emotional and practical issues of parenting, and to consider the circumstances under which parents come to abuse their children. The first section of the course will focus on topics such as emotional preparation for parenthood; influence of parental attitudes on the emotional life of the child and development of the family; normal stresses of parenting, and practical issues of parenting related to child management. Consideration will be given to unique situations encountered by single parents, stepparents, foster parents and grandparents. The second section of the course will be devoted to a discussion of the abusive parent with special attention to questions of why some parents abuse their children and how we can work with these parents.

Developmental Psychophysiology of Normal and Abnormal Infants. Michael Nelson, Ph.D. The close interrelationship between processes of biological and behavioral development during the first two years is explored in depth. The developing response capabilities and behavioral milestones of normal infants are used to define aberrant psychophysiological processes in high-risk and brain-damaged infants. Effects of premature birth and perinatal anoxia and hypoxia are emphasized in the context of the special problems of parenting sick or behaviorally abnormal infants. The response deficiencies of high-risk or abnormal infants are contrasted with the behavioral patterns of mentally retarded and learning disabled children.

Women as Doctors; Women as Patients. Katherine A. Billingham, Ph.D. Introduction to some of the special issues involving women and health care. Professional and personal issues of the female physician will be explored from psychological, sociological, and economic perspectives. Topics to be discussed will be dual career marriages, sex role identification and role modeling, fear of success, and career choices within medicine. Topics regarding women as patients will involve psychological and social ramifications, help-seeking behavior patterns, and health problems specific to women.

Behavioral Change Strategies in Medical Practice. Joseph Schoenenberger, Ph.D. Focusing on the doctor-patient relationship, this mini-course considers the psychological tools a physician has available for successful behavior change in patients. Topics to be covered include a model for behavior change, intervention techniques, and patient compliance with prescribed regimens. Use of behavior change strategies with cigarette smokers and men with elevated serum cholesterol will be used as examples in applying behavior change strategies.

BEHAV 541 *Observation and Communication I*. WI. Director: P. Zeldow, Ph.D.; Coordinator: F. Leavitt, Ph.D. Introduction to the interview technique and process—the interview as a tool that facilitates the doctor-patient relationship and produces reliable and valid medical information. Interview theory, determinants of patient behavior, and practice of interview skills are included. Seminars utilize videotapes. Prerequ: BEHAV 451; Requ: Second Year; 3 hours.

BEHAV 542 *Observation and Communication II*. SP. Director: P. Zeldow, Ph.D.; Coordinator: F. Leavitt, Ph.D. Continuation of BEHAV 541; Requ: Second Year; 20 hours.

Biochemistry

BIOCH 461 *Biochemistry I (Basic concepts)*. FA. Director: A. Bezkorovainy, Ph.D. The chemistry of amino acids, peptides and proteins; blood proteins; the chemistry and metabolism of nucleotides and nucleic acids, and the genetic code; bioenergetics; enzymes and co-enzymes are studied in lectures and tutorials.
Requ: First Year; 40 hours.

BIOCH 462 *Biochemistry II (Intermediary metabolism)*. WI. Director: A. Bezkorovainy, Ph.D. The chemistry and metabolism of carbohydrates and lipids; metabolism of proteins and amino acids; metal ion metabolism; and metabolic control mechanisms are studied in lectures and tutorials.
Requ: First Year; 40 hours.

BIOCH 463 *Biochemistry III (Systems and organ biochemistry)*. SP. Director: A. Bezkorovainy, Ph.D. Biochemistry of the endocrine glands, connective tissue, muscle tissue, and adipose tissue; clinical nutrition; and fluid, acid-base, and electrolyte regulation in the human being are studied in lectures and tutorials.
Requ: First Year; 40 hours.

BIOCH 531, 532 *Advanced Medical Biochemistry I and II*. WI, SP. Director: A. Bezkorovainy, Ph.D. Designed for first year medical students who are excused from Biochemistry 461, 462 & 463 on the basis of demonstrated proficiency. Contents: application of biochemical principles to the analysis of tissue function and diseases. 60 hrs. (30 hrs. each quarter)

BIOCH 590

Special Topics in Clinical Biochemistry. (Quarter by arrangement.) Director: H.H. Sky-Peck, Ph.D. Topics to be arranged according to students' interest, covering such topics as platelets and endothelial cell biology, biochemistry of cancer, biochemistry of metals, clinical enzymology.
Prerequ: BIOCH 461-463. Elective; duration variable.

Clinical Concepts and Skills

CLTUT 511, 512

Clinical Concepts and Skills, WI, SP. Director: J. Graettinger, M.D., Associate Director: E. Brueschke, M.D. The student is given a comprehensive introduction to clinical medicine, utilizing the resources of the Medical Center and the Rush network hospitals. Studies are primarily tutorial, but texts, audiovisual, and mechanical aids are available for self-study. Initially, students work with instructors and peers learning to elicit a history and do a general screening examination. This is followed by extensive experience working with patients under the supervision of practicing physicians, with emphasis on eliciting historical information and gaining experience in physical examination techniques. Demonstration of pathological abnormalities and clinical pathological correlations are emphasized. Specialty-oriented diagnostic techniques and introduction to the problem-oriented medical record are given in the final quarter of the course.
Requ: Second Year; 110 hours.

Dermatology

DERM 616

Dermatology. SU, FA, WI, SP. Director: F. Malkinson, M.D., D.M.D. Students participate fully in all of the clinical and teaching activites of the Department of Dermatology, and are responsible for initial evaluation of outpatients and inpatients and inpatient consultations. Dermatologic problems are studied under the direct supervision of the departmental staff; diseases are considered from the standpoint of etiology, pathogenesis, diagnosis, course, and treatment. Skin biopsy applications and techniques as well as histopathologic interpretation are emphasized. Skin therapeutics are taught, stressing biochemical and physiological considerations.
Prerequ: INMED 503; Elective; 4 weeks.

Family Medicine

FAMED 601

Family Practice, SU, FA, WI, SP. Director: T. Dent, M.D. The objectives of the family practice clerkship are as follows: acquisition of: (1) knowledge and skill in recognizing and dealing with the common physical and behavioral health problems encountered in a broadly based primary care practice; (2) an understanding of the use of consultants, subspecialists, and specialized diagnostic and therapeutic resources by the family physician; (3) an understanding of available community resources to meet the needs of patients; and (4) understanding of and experience with the management aspects of ambulatory medical care. To accomplish these objectives, the student will spend four weeks in an approved Model Family Practice Center and return to Rush Medical College one-half day per week for didactic lectures. The student will work as a colleague with the family practice faculty members, including such activities as the office, hospital, nursing home, emergency calls, and home visits.
Requ: Third or Fourth Year; 4 weeks.

Genetics

GENET 501

Genetics. FA. Director: P. Van Valen, Ph.D. Medical genetics is introduced, with emphasis on methodology. Topics include cytogenetics, chromosomal mechanics, transmission genetics, population genetics, and the physiological and biochemical aspects of genetics. The student is also introduced to the problems of treatment and genetic counseling.
Requ: Second Year; 27 hours.

GENET 601

Medical Genetics. FA, WI, SP. Director: P. Wong, M.D. Diagnostic and therapeutic counseling and laboratory experience are provided through direct contact with patients and laboratory facilities.
Prerequ: INMED 601, PEDS 601; Elective; 8 weeks.

Humanities

Rush Medical College offers a three-sequence course in the Humanities. This elective seminar series invites students to bring an open and inquiring mind to bear on problems of medicine as expressed in some of the world's outstanding literature. One sequence of 20 hours may be applied toward two mini-course credits for Behavioral Science 473.

HUM 461

Physician as Writer. FA. Directors: D. Vidaver, M.A. and M. Cohen, M.D., Ph.D. The course will explore in detail selected fiction, chronicles, and autobiographies by distinguished 20th century physician-writers. Focus will be on the writer's unique response to questions of medical ethics, social issues, and doctor-patient relationships, as well as on the physician as philosopher and humorist. Works by William C. Williams, Anton Chekhov, Oliver Gogarty, Carlo Levi, and Mariano Azuela will be included.
Elective; 20 hours.

HUM 462

Physician as Literary Character. WI. Directors: D. Vidaver, M.A. and M. Cohen, M.D., Ph.D. An investigation of important nineteenth and twentieth-century plays and fiction which feature the doctor as a major character. Emphasis will be on the doctor as object of social satire; as an individual in crises concerned with problems of lifestyle and medical practice; and as representative of science in the conflict between "the two cultures." Works included are by G. B. Shaw, Eugene O'Neill, Friedrich Durrenmatt, Tennessee Williams, Henrik Ibsen, and Sinclair Lewis.
Elective; 20 hours.

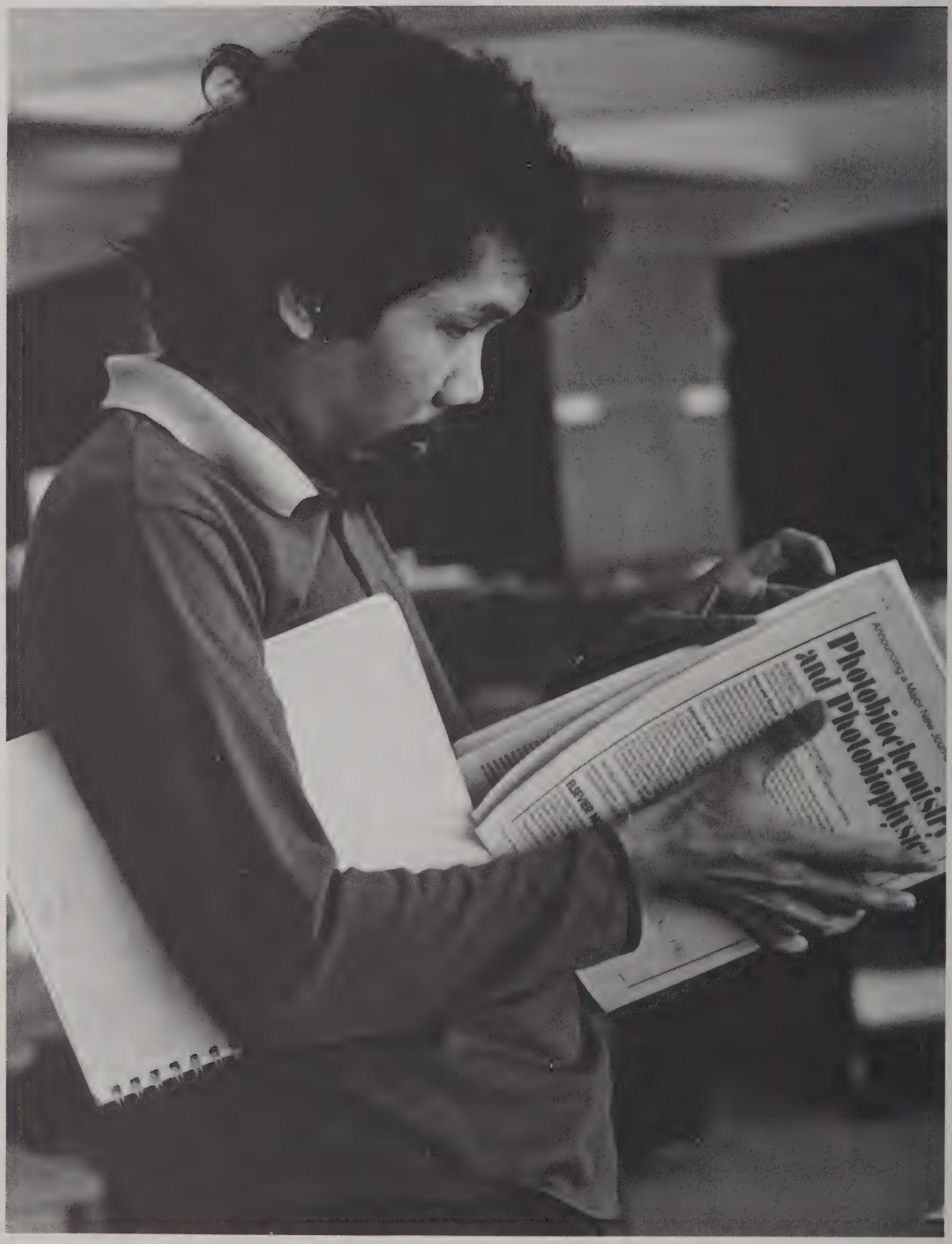
HUM 463

Disease as Subject in Contemporary Literature. SP. Directors: D. Vidaver, M.A. and M. Cohen, M.D., Ph.D. This sequence examines the depiction of disease in outstanding fiction and poetry, as well as in the memoirs, journals, and personal narrations of some distinguished contemporary writers who faced disease and analyzed their experiences with acute perception. Included will be works by Andre Gide, John Updike, Thomas Mann, Tillie Olsen, Katherine Ann Porter, Albert Camus, and John Berryman.
Elective; 20 hours.

Immunology

IMMUN 501

Immunology. FA. Director: B. Hansen, Ph.D. The student is given an introduction to immunology, with emphasis on basic concepts and principles, followed by study of clinical applications. Topics include antibody structure; antigen-antibody reactions; genetic and cellular control of antibody synthesis; the complement system; phagocytosis, inflammation and nonspecific immunity; immediate and delayed hypersensitivity; cellular immunity; transplantation immunology and immunogenetics; immune deficiency disease; and autoimmune processes and rheumatology. A three-hour demonstration laboratory is presented in which the student can become familiar with the procedures used in the clinical immunology laboratory. The clinical emphasis is maintained through patient evaluation and the use of the clinical laboratory in studying individual problems.
Requ: Second Year; 52 hours.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Photobiochemistry
and Photobiophysics

INMED 501, 502, 503

Clinical Pathophysiology I, II, and III. FA, WI, SP. Director: P. R. Liebson, M.D. This course serves as a bridge between the basic sciences and clinical medicine. Its purpose is to make the student conversant with the limits of biochemical and physiologic responses under a variety of stresses and disease states. The course emphasizes three basic areas: (1) Abnormal general cellular biology: infections, immunology; (2) Homeostasis: abnormalities of acid-base balance, fluid-electrolyte balance, intermediary metabolism, nutrition, endocrine, growth-development and aging; (3) Organ system pathophysiology: cardiovascular, pulmonary, urinary tract, gastrointestinal, hepatic, hematopoietic, lymphatic, cutaneous, rheumatology, and locomotor. The course closely coordinates with topics in the pathology course to allow the student to apply knowledge developed in that discipline. It also is coordinated with didactic material to be presented during the 3rd year clinical program. Course format will involve lectures, workshops and conferences. Course evaluation of student performance will be based upon written examinations, a required essay, and student participation during lectures and conferences.
Requ: Second Year; 240 hours.

INMED 601

Clerkship in Internal Medicine. SU, FA, WI, SP. Director: J. Schaffner, M.D. The medicine clerkship is designed to provide the student with experience in basic clinical skills and knowledge of internal medicine, and to provide a supervised program of instruction in all modes of medical care. It is a total departmental function in cooperation with the house staff and attending faculty. Each student is expected to participate in all floor functions and do extensive investigation of clinical problems assigned.
Prerequ: CLTUT 512; Requ: Third or Fourth Year; 12 weeks.

INMED 602

Advanced Internal Medicine. SU, FA, WI, SP. Director: T. Schwartz, M.D. This is intended for students who have successfully completed the clerkship in medicine. Students function at an advanced level, doing histories and physical examinations, diagnostic evaluations, and initiation of appropriate therapy. There is close supervision by the staff of the Department of Internal Medicine as well as a senior staff member of the parent hospital. The course is primarily intended for students desiring additional clinical experience in internal medicine.
Prerequ: INMED 601; Elective; 8 weeks.

INMED 605

Geriatric Medicine. SU, FA, WI, SP. Director: Robert M. Kark, M.D. The student will assume the role of a "subintern" under the direct supervision of a senior resident in medicine and course director on the Acute Geriatric Ward 5 South (Johnston R. Bowman Health Center). The experience will serve as an introduction to Geriatric Internal Medicine. More than the usual initiative and responsibility is expected on the part of the student. Case write-ups in the traditional format are used; patient assignments will be made through the supervising resident. Scheduled ward rounds and formal and informal conferences are an integral part of the experience. Student will be provided board and room when on night call.
Prerequ: INMED 601; Elective; 4-8 weeks.

INMED 611

Clinical Cardiovascular Medicine. SU, FA, WI, SP. Director: J. Messer, M.D. At Rush-Presbyterian-St. Luke's, clinical experience provides the study of the diagnostic spectrum of cardiac evaluation including bedside assessment, electrocardiography, vectorcardiography, phonocardiography, ultrasound, cardiac catheterization, coronary angiography, and exercise testing. Patient study is carried out under the direction of the clinical staff. Regular staff conferences are concerned with clinical problems. The theoretical and practical aspects of electrocardiography are presented. At network hospitals, experience in bedside diagnostic and non-invasive evaluation is emphasized. Experience in the coronary care facility at each hospital enhances the acquisition of knowledge of electrocardiographic interpretation. Cardiac catheterization is available at some network hospitals. Students may elect the clerkship at Presbyterian-St. Luke's Hospital or at a network hospital. Assignments will be made according to preference in the order received. Students should indicate first, second, and third preferences.
Prerequ: INMED 601; Elective; 8 weeks.

INMED 612

Medical Intensive Care. SU, FA, WI, SP. Director: M.A. Codini, M.D., Assistant Director: N. Ruggie, M.D. This course provides experience in the recognition and management of medical emergencies, particularly the use of temporary pacemakers, bedside hemodynamic monitoring, use of respirators, and management of renal emergencies and cardiac arrythmias. Patient study is carried out under the direction of the clinical staff. Regular staff conferences are concerned with clinical problems.
Prerequ: INMED 601; Elective; 4 weeks.

INMED 613

Introduction to Cardiovascular Research. SU, FA, WI, SP. Directors: J. Messer, M.D., C. Hegyvary, M.D. The student's program is individually planned, with emphasis on understanding basic research techniques rather than the accomplishment of a specific research project. Students participate in the research program of the Section of Cardiology, including projects in human hemodynamics, cardiogenic shock, non-invasive studies, myocardial metabolism, cardiovascular electronics, and computer applications.
Prerequ: INMED 601; Elective; 8-12 weeks.

INMED 615 *Emergency Medicine.* SU, FA, WI, SP. Directors: E. Hudson, M.D., M. Tobin, M.D. The student assists in the evaluation and management of acutely ill adult patients. A combined elective including pediatric patients can be negotiated.
Prerequ: INMED 601, SURGY 601; Elective; 4 weeks.

INMED 616 *Primary Care Medicine.* SU, FA, WI, SP. Directors: E. Hudson, M.D., C. Kessler, M.D. The objectives are to provide the student a preceptor/trainee experience in an academic general internal medicine office practice, and to acquaint the student with a team approach to health care delivery, utilizing attending physicians, medicine residents, and nurse practitioners. The student will also participate in hospital rounds, and home health visits can be arranged through the Department of Community Health Nursing.
Prerequ: CLTUT 512; Elective; 4-8 weeks.

INMED 621 *Clinical Endocrinology and Metabolism.* SU, FA, WI, SP. Director: W. Ryan, M.D. Endocrine and metabolic disorders are studied under the direction of the clinical faculty. Students are assigned patients for work-up and presentation to the faculty. The student also participates in the diagnostic evaluation and the collection and correlation of laboratory data. Independent projects and laboratory work are optional. Regular departmental conferences and seminars supplement clinical work, which is primarily with hospitalized patients.
Prerequ: INMED 503; Elective; 4-8 weeks.

INMED 626 *Clinical Nephrology.* SU, FA, WI, SP. Director: E. Lewis, M.D. The clinical diagnosis and management of patients with renal disease as well as various fluid, acid-base, and electrolyte abnormalities are studied. In addition, the course is directed toward the proper interpretation of pathophysiologic findings and the practical clinical management of various disorders involving the excretory system and body fluids. Conferences and seminars are used to discuss patient problems and to help develop a broad, comprehensive understanding of the care of patients with renal disease.
Prerequ: INMED 601; Elective; 6-8 weeks.

INMED 631 *Clinical Gastroenterology.* SU, FA, WI, SP. Director: J. Franklin, M.D. Clinical gastroenterology is approached by the case study method. In addition, the methods of clinical gastroenterology, gastroscopies, colonoscopies, small-bowel biopsies, liver biopsies, esophageal motility studies, and proctoscopy are performed with the clinical section. Students extensively review the literature on subjects related to single cases seen during the course of the rotation.
Prerequ: INMED 601; Elective; 6 weeks.

INMED 636 *Clinical Hematology.* SU, FA, WI, SP. Director: J. Weens, M.D. This course emphasizes clinical diagnostic hematology. Students participate with the members of the section in the study of patients. Regular review of case studies with the faculty provides the basis for in-depth studies, particularly through study of bone marrows, and other diagnostic facilities of the laboratory. There are regular sectional conferences. Extensive library facilities and audiovisual aids are available.
Prerequ: INMED 503; Elective; 4-6 weeks.

INMED 646 *Clinical Infectious Disease.* SU, FA, WI, SP. Director: S. Levin, M.D. Students are expected to master basic principles of diagnosis and management of patients with infections. Appropriate use of diagnostic microbiology, differential diagnosis of febrile patients and appropriate selection of chemotherapeutic agents are taught during case presentations on daily rounds. A weekly three-hour clinical and research conference is held.
Prerequ: INMED 601; Elective; 4 weeks.

INMED 651 *Clinical Rheumatology.* Director: J. V. Jones, M.B. Ch. The student studies a variety of patients with rheumatologic and arthritic disorders. Emphasis is on the fundamentals of joint examination, observation and performance of laboratory examinations on synovial fluid, and familiarity with the spectrum of laboratory procedures useful in rheumatologic diagnosis and treatment. The interdisciplinary approach relies heavily on contributions of immunology, orthopedics, diagnostic radiology, physiotherapy, and occupational therapy. In addition to hospitalized patients, experience is offered in the care of ambulatory patients.
Prerequ: INMED 601; Elective; 4 weeks.

INMED 661 *Clinical Oncology.* SU, FA, WI, SP. Directors: J. Wolter, M.D., F. Hendrickson, M.D., S. Economou, M.D. Patients seen by the Section of Medical Oncology provide an ample and varied spectrum of oncological problems. Students study selected patients under the direction of members of the section. Various therapeutic approaches and complications occurring in the course of the disease are discussed. New patients are discussed at biweekly section meetings. The program stresses the importance of the combined interdisciplinary approach, using the resources of the departments of surgery and therapeutic radiology, as well as those of pathology and nuclear medicine. The weekly tumor conference, lymphoma conference, and gynecologic tumor conference are examples of such a multidisciplinary approach.
Prerequ: INMED 601; Elective; 4 weeks.

INMED 671 *Clinical Pulmonary Medicine.* SU, FA, WI, SP. Director: R. W. Carton, M.D. The management of patients with pulmonary disease provides the focus for the study of clinical management, interpretation and use of pulmonary function and ventilatory studies, and gas management. The essentials of pulmonary physiology are emphasized.
Prerequ: INMED 601, SURGY 601; Elective; 4 weeks.

INMED 676

Clinical Hepatology. SU, FA, WI, SP. Director: J. Payne, M.D. Students will participate in the Hepatology Service rounds, presenting case histories, assisting in the performance of liver biopsies, and observing a variety of endoscopic procedures. Pertinent liver biopsy material will be reviewed in clinical context. Formal and informal conferences are an integral part of the experience. Arrangements can be made to participate in ongoing research projects.
Prerequ: INMED 601; Elective; 4-8 weeks.

Microbiology

MICRO 451

Microbiology Concepts. SP. Director: E. Schuytema, Ph.D. The course is designed to acquaint the students with the basic morphological and physiological characteristics of infectious agents. Emphasis is placed on organisms of importance in human disease. General classification of infectious agents, the mechanisms by which these organisms contribute to disease states, and laboratory identification are emphasized. Demonstrations and laboratory work accompany the lecture portion of the course.
Requ: First Year; 60 hours.

MICRO 601

Clinical Bacteriology. SU, FA, WI, SP. Director: W. Landau, Ph.D. The experience provides rotation in each section of the diagnostic bacteriology laboratory, with emphasis on laboratory identification of pathogenic bacteria and normal flora. Experience is also provided in the techniques applicable to office diagnostic bacteriology. Clinical work is provided by arrangement with the infectious disease section. Specimens from patients provide data for learning clinical microbiology. Laboratory projects are available for students wishing to pursue individual interests.
Prerequ: MICRO 451, INMED 503; Elective; duration variable.

MICRO 602

Diagnostic Virology. SU, FA, WI, SP. Director: D. Peterson, Ph.D. Specimen collection, virus isolation and identification, and the interpretation of virus serology are studied. Laboratory work involves isolation, identification, and serological techniques of the diagnostic virology laboratory. By arrangement with the Infectious Disease Section, students select cases to be studied in conjunction with the laboratory experience.
Prerequ: MICRO 451, INMED 503; Elective; duration variable.

Obstetrics and Gynecology

OBGYN 601 *Clinical Clerkship in Obstetrics and Gynecology.* SU, FA, WI, SP. Director: J. Ellis, M.D. The course in clinical obstetrics and gynecology is designed to familiarize the student with the female reproductive tract. The course is divided into instructional units with instructional objectives and patient management in ambulatory and hospitalized patients. Emphasis is placed on routine gynecologic health care maintenance and patient education. Identification and management of high-risk pregnancy, infertility and other endocrinopathies, gynecologic oncology, family planning, psychosomatic disorders, and normal psychological changes in obstetrics and gynecology as well as gynecologic surgery are some of the areas covered in detail.
Prerequ: CLTUT 512; Requ: Third or Fourth Year; 8 weeks.

OBGYN 621 *Normal Obstetrics.* Director: F. Merrick, M.D. Emphasis in this elective is ideal support of the normal pregnant patient. Specific areas covered are preparation for childbirth (Lamaze etc.), psychology of childbirth, alternatives to childbirth, Leboyer method, and parental-infant bonding.
Prerequ: OBGYN 601; Elective, 8 weeks.

OBGYN 661 *Gynecologic Oncology.* SU, FA, WI, SP. Director: T. Dolan, M.D. Gynecologic oncology encompasses the diagnosis, management and follow-up of female reproductive tract tumors. The students are introduced to the use of diagnostic procedures such as colposcopy, laparoscopy, and biopsies, as well as treatment with chemotherapy and cancer surgery. The number of participants is limited.
Prerequ: OBGYN 601; Elective; 8 weeks.

OBGYN 666 *Ambulatory/Reproductive Health Care.* SU, FA, WI, SP. Director: N. Neches, M.D. This elective provides for additional clinical experience in family planning practices. The basis of the work is primarily ambulatory. The student interviews and examines patients, prescribes methods of family planning, and conducts follow-up under supervision of the staff.
Prerequ: OBGYN 601; Elective; 8 weeks.

OBGYN 667 *Gynecologic Endocrinology and Infertility.* SU, FA, WI, SP. Director: E. Kapetanakis, M.D. This elective provides the opportunity to participate in the clinical evaluation and interpretation of data of patients with gynecologic endocrine and infertility problems. Practical experience provided includes x-ray evaluation, laparoscopy, other operative procedures as well as radioimmunoassays.
Prerequ: OBGYN 601; Elective; 8 weeks.

OBGYN 668 *Perinatology.* SU, FA, WI, SP. Director: D. Sherline, M.D. Emphasis of this elective is on the identification and management of high-risk pregnancy. Ultrasonography, amniocentesis, medical and surgical complications of pregnancy, and operative obstetrics are some of the specific topics dealt with in detail.
Prerequ: OBGYN 601; Elective; 8 weeks.

Pathology

PATHO 501 *General Pathology I.* FA. Director: B. Banner, M.D. The general concepts of pathology are studied, with an introduction to degeneration, inflammation, immune response, neoplasia, and metabolic and toxic pathological processes. The lectures and seminar groups are accompanied by laboratory work in the microscopic anatomy of pathological changes.
Prerequ: ANAT 451, 472; Requ: Second Year; 68 hours.

PATHO 502 *General Pathology II.* WI. Director: B. Banner, M.D. Continuation of PATHO 501.
Requ: Second Year; 74 hours.

PATHO 503 *General Pathology III.* SP. Director: B. Banner, M.D. Continuation of PATHO 502.
Requ: Second Year; 70 hours.

PATHO 601 *Pathology Clerkship.* SU, FA, WI, SP. Director: R. S. Weinstein, M.D. The primary emphasis is on techniques and procedures used in autopsy pathology under the direction of a departmental faculty member. In addition, there is active participation in surgical pathology. A review of systemic pathology and cytology is provided. Participation in regular departmental teaching conferences and meetings provides opportunity for more general analysis and discussion of topics. Microscopes are provided.
Prerequ: PATHO 501, CLTUT 512; Elective; 8 or 12 weeks.

Pediatrics

PEDS 601 *Core Clerkship in Pediatrics.* SU, FA, WI, SP. Director: E. Jung, M.D. The principles and practice of care from birth through adolescence are studied by direct patient contact. The primary objective is to provide an opportunity for students to become proficient in the clinical basis of pediatric diagnosis and therapy. The clinical facilities of both the inpatient and outpatient services of the Rush-Presbyterian-St. Luke's Medical Center, Mount Sinai Hospital, Christ Hospital, and private physicians' offices are available. Regular seminars, conferences, lectures, and case presentations provide additional learning experiences.
Prerequ: CLTUT 512; Requ: Third or Fourth Year; 8 weeks.

PEDS 602 *Pediatric Ambulatory Care.* SU, FA, WI, SP. Acting Director: R. Belkengren, M.D. Primary focus is on the child and/or adolescent. From this perspective an understanding is developed in evaluating medical needs in terms of signs, symptoms, family, and environment. There is heavy emphasis on the study of normal growth, development, and behavior. All aspects of the provision of ambulatory care are studied. The Pediatric Ambulatory Service of Rush-Presbyterian-St. Luke's Medical Center is used as a teaching-learning environment. The level of responsibility allowed will be commensurate with prior clerkship experiences.
Prerequ: PEDS 601; Elective; 8 weeks.

PEDS 603 *Introduction to Newborn Medicine.* SU, FA, WI, SP. Director: W. Meier, M.D. This course is an introduction to the care of newborn infants and mothers, with emphasis on the normal sequence of events in the birth-recovery period, adaptation of baby and mother during the post-partum period, and care of the most common complications occurring at this age. Regular seminars and rounds are concerned with the study of specific assigned patients. The level of responsibility allowed students will be commensurate with their prior clerkship experiences.
Prerequ: PEDS 601; Elective; 4-8 weeks.

PEDS 604 *Adolescent and Young Adult Medicine.* SU, FA, WI, SP. Director: G. Strokosch, M.D. This course provides direct experience in the care of patients hospitalized on the inpatient Medical Center's Adolescent Unit. There will also be opportunity to see patients in the outpatient office of the director. Emphasis is placed on the multidisciplinary management of adolescent patients. The student is provided experience with disease processes unique to adolescents or manifested differently in this age group as compared to other age groups. The level of responsibility allowed students will be commensurate with their prior clinical training.
Prerequ: CLTUT 512; Elective; 4-12 weeks.

PEDS 605 *Advanced Pediatrics.* SU, FA, WI, SP. Director: J. Christian, M.D. Advanced studies in pediatrics and related disciplines provide increased depth and degree of responsibility in patient care. The clerkship also serves as a preparatory training phase for post-doctoral residency experience. The course utilizes both the inpatient and outpatient facilities of Rush-Presbyterian-St. Luke's Medical Center. The level of responsibility allowed students will be commensurate with their prior clinical training.
Prerequ: PEDS 601; Elective; 8-12 weeks.

PEDS 606 *Pediatric Psychology.* SU, FA, WI, SP. Directors: C. Brocken, Ph.D., J. Christian, M.D. This course focuses on the hospitalized pediatric patient—infancy through adolescence. Psychological aspects of illness and hospitalization are stressed, particularly in relation to psychosomatic, chronic, and terminal illnesses. The pediatric patient is viewed within the framework of the family and in relation to all involved health care personnel. The level of responsibility allowed students will be commensurate with their prior clinical training.
Prerequ: PEDS 601; Elective; 8 weeks.

PEDS 611 *Pediatric Cardiology.* SU, FA, WI, SP. Director: H. Bucheleres, M.D. Both ambulatory and inpatient experience is obtained in caring for children with heart disease. Correlation of x-ray and electrocardiographic and cardiac catheterization data with physical findings is intensively studied. Through patient assignment, the student participates in intraoperative and postoperative surgical management. Outpatient offices, inpatient service, and cardiorespiratory laboratories are available to aid in study. The level of responsibility allowed students will be commensurate with their prior clerkship experiences.
Prerequ: PEDS 601 or INMED 601; Elective; 4-12 weeks.

PEDS 641 *Allergy/Clinical Immunology.* SU, FA, WI, SP. Director: J. Hyde, M.D. The clinical approach to the problems of allergy and immunology in children and adults is studied. Special studies of acute and chronic respiratory tract and dermatologic conditions are emphasized. Patients with circulating and cellular antibody disorders are investigated. The inpatient and outpatient facilities of Rush-Presbyterian-St. Luke's Medical Center are used.
Prerequ: PEDS 601 or INMED 601; Elective; 12 weeks.

Pharmacology

PHARM 501 *Pharmacology I.* FA. Director: B. Moon, Ph.D. The general aspects of the physiochemical factors governing drug receptor interactions, importance of quantitative aspects of absorption, distribution, biotransformation and excretion of drugs are studied. The probable modes of drug actions that modify biological function and representatives of special classes of drugs are studied to acquaint the student with the major classes of drugs. Laboratories and demonstrations extend the lecture material and offer the student practical experience with drug effects in the living organism. Small group discussions correlate lectures, laboratory exercises, and current therapeutic applications.
Requ: Second Year; 52 hours.

PHARM 502 *Pharmacology II.* WI. Director: B. Moon, Ph.D. Continuation of PHARM 501.
Requ: Second Year; 52 hours.

PHARM 503 *Pharmacology III.* SP. Director: B. Moon, Ph.D. Continuation of PHARM 502.
Requ: Second Year; 19 hours.

PHARM 598 *Research in Pharmacology.* Credit variable.

PHARM 603 *Biochemical Pharmacology.* Alternate SP. Director: B. Moon, Ph.D. Topics include biochemical aspects of pharmacokinetics, structure-function, drug-receptor interactions, and comparative pharmacology.
Prerequ: PHARM 503; Elective.

PHARM 621 *Cardiovascular-Renal Pharmacology.* Alternate FA. Director: A. Prancan, Ph.D. Course in advanced concepts of drug action as they relate to hypotension, hypertension, and altered flow states.
Prerequ: PHARM 503; Elective.

PHARM 631 *Clinical Pharmacology and Therapeutics.* WI. Director: C. MacLeod, M.D. Study of the integration of clinical work with therapeutic aspects of pharmacology; includes discussion of the pharmacology, clinical pharmacology, therapeutics, and clinical applications for major drug groups.
Prerequ: PHARM 503; Elective.

Physical Medicine and Rehabilitation

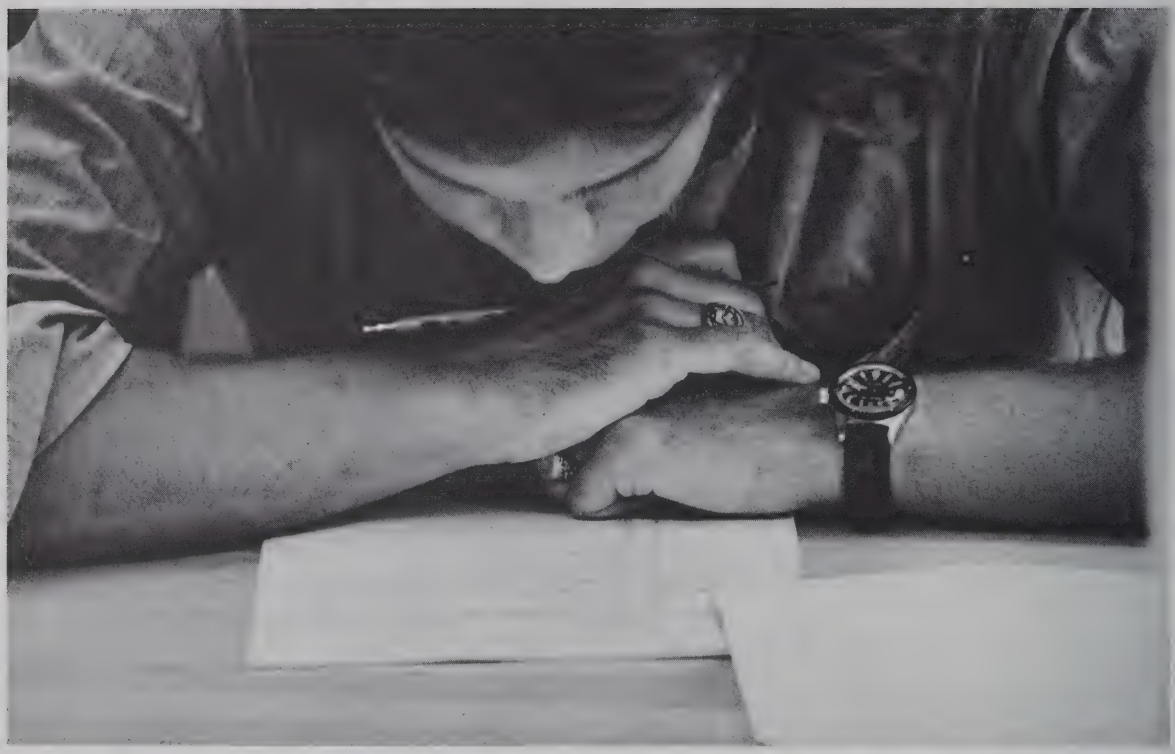
PMEDR 601 *Physical Medicine and Rehabilitation.* SU, FA, WI, SP. Acting Director: P. Sundaram, M.D. Experience in this course includes histories, physical evaluations, patient care, observation in various paraprofessional areas, and attendance at staff meetings. Student participation includes electrodiagnostic and motor point blocks; other techniques and programs in which residents participate; and attendance at grand rounds. A research project is desirable.
Prerequ: SURG 601; Elective; 4 weeks.

Physiology

PHYSO 451 *Physiology.* FA. Director: A. Rovick, Ph.D. This is a comprehensive physiology course which deals with essentially all of the major organ systems except the central nervous system. Concept formation and problem solving are stressed. Lectures are supplemented by small group discussions and laboratory exercises. The student is expected to discuss assigned study questions in the group discussions. Laboratory exercises are divided between conventional experiments and computer simulations of physiological systems.
Requ: First Year; 75 hours.

PHYSO 452 *Physiology.* WI. Director: A. Rovick, Ph.D. Continuation of PHYSO 451.
Prerequ: PHYSO 451; Requ: First Year; 70 hours.

PHYSO 690 *Research Topics in Physiology.* SU, SP. Director: J. Michael, Ph.D. With a member of the staff, the student participates in a laboratory-based experience in an area of current research. The level of participation depends on background and will include examination of the literature, a review of the topics being investigated, and opportunities to participate in experimental work. In addition to work in the laboratories with members of the staff, independent experimental or bibliographic projects may be undertaken with the approval of a faculty member. At completion, a report is prepared describing the work attempted and accomplished.
Prerequ: PHYSO 452; Elective; 8 weeks.



Preventive Medicine

PRMED 451 *Preventive Medicine*. SP. Director: T. Madden, M.D. A general survey is provided in three topics: biostatistics provides an introduction to the use of statistical methods, particularly in the statistical evaluation of research data; a general survey of epidemiology provides an introduction to current methods and problems in practice; and preventive medicine is concerned with socioeconomic factors in health care, preventive practices, and environmental and occupational health. The course is conducted through lectures, panels, and seminars.
Requ: First Year; 33 hours.

PRMED 531 *Introductory Biostatistics*. FA, WI, SP, SU. Director: W. Raynor, Ph.D. This course provides a basic introduction to the understanding and use of statistics in the health sciences. Topics covered include: descriptive statistics, probability, sampling, point and interval estimation, and hypothesis testing with Student's t and chi-square.
Elective: 12 weeks, 36 hours.

PRMED 532 *Introductory Statistical Data Analysis*. FA, WI, SP, SU. Director: W. Raynor, Ph.D. This course, along with Intermediate Statistical Data Analysis, teaches the basic tools necessary to design and analyze a study along sound statistical lines. In this course, the student will be introduced to the basis of sampling design, and simple regression analysis. The student will also be taught to use a simple statistical package on the computer.
Prerequ: PRMED 531; Elective; 12 weeks, 36 hours.

PRMED 533 *Intermediate Statistical Data Analysis*. FA, WI, SP, SU. Director: W. Raynor, Ph.D. This course will complete the course of study started in Introductory Statistical Data Analysis. The course will primarily consider the techniques of analysis of variance and analysis of covariance. There will also be some consideration of multivariate analysis techniques.
Prerequ: PRMED 532; Elective; 12 weeks, 36 hours.

PRMED 599 *Independent Study in Statistics*. FA, WI, SP, SU. Director: W. Raynor, Ph.D. Advanced topics by arrangement with instructor.

PRMED 601 *Primary Care*. SU, FA, WI, SP. Director: J. Schoenberger, M.D. Ambulatory care in a physician's office is the basis for this clerkship. On a preceptorial basis in selected physicians' offices, the students study in depth the contemporary modes of office care, with emphasis on preventive measures and follow-up care. By individual arrangement, experience is available in a variety of settings such as group practice, inner-city clinics, rural practice, etc. Experience in foreign countries is also available.
Prerequ: CLTUT 512; Elective; 4-12 weeks.

PRMED 603 *Occupational Medicine.* SU, FA, WI, SP. Director: R. Kassriel, M.D. This experience provides a combination of didactic and practical work in approaching the problems of health maintenance and environmental hazards in diverse industrial settings.
Prerequ: INMED 601; Elective; 8 weeks.

PRMED 604 *Field Experience in Epidemiology.* SU, FA, WI, SP. Director: J. Schoenberger, M.D. Emphasis is placed on the collection and analysis of data obtained in epidemiologic studies. The student may select a project and is expected to become familiar with field epidemiologic techniques and tools, including questionnaire design and interviewing. Primary focus is on studies of cardiovascular disease, with special emphasis on the control of hypertension and prevention of cardiac disease.
Prerequ: CLTUT 512; Elective; 12 weeks.

PRMED 605 *Research Studies in Health Care Delivery.* SU, FA, WI, SP. Director: J. Schoenberger, M.D. Under supervision, the student undertakes research on problems in health care delivery. The models available in the Medical Center are utilized primarily, but other systems may be studied by arrangement. Such areas as health evaluation programs, the use of paramedical personnel, medical audit, and emergency room care are available.
Prerequ: CLTUT 512; Elective; 8 weeks.

Psychiatry

PSYCH 501 *Introduction to Psychopathology.* FA. Director: J. Fawcett, M.D. Introduction to Psychopathology is designed to prepare medical students for future clinical experiences through the discussion of the range of psychopathology that will be manifested in clinical situations. By reviewing diagnostic criteria and studying etiological factors underlying various forms of psychopathology, ranging from disturbances in cellular and neurotransmitter function through psychological and social stresses, students should develop a basic understanding of common psychiatric conditions which will enable them to build a base of knowledge for their recognition and management in future clinical experiences.
Prerequ: BEHAV 451, 453; Requ: Second Year; 34 hours.

PSYCH 601 *Clerkship in Psychiatry.* SU, FA, WI, SP. Director: R. Zadylak, M.D. The core psychiatry clerkship provides basic clinical and didactic exposure to the major psychiatric disorders focusing on their diagnosis and management. Emphasis is placed on aspects of psychiatry relevant to the primary practitioner with a holistic approach to patient care; recognizing the significant biological, psychological, and social/environmental factors contributing to the patient's illness. Systems concepts of care are presented in an integrated manner through graded, intensive clinical experiences. Inpatient, partial hospitalization, and ambulatory settings are employed for assignment of patient responsibility.
Prerequ: CLTUT 512; Requ: Third or Fourth Year; 6 weeks.

PSYCH 602

Psychosomatic Medicine. SU, FA, WI, SP. Directors: S. Cavanaugh, M.D., P. Chor, M.D., R. Zadylak, M.D. The relationship between internal and external stresses and the development of physical symptomatology as well as therapeutic interventions are studied. Adults and children hospitalized on medical, surgical, obstetric, or pediatric services are studied with supervised diagnostic evaluation and continuing management. The role of the milieu—home, community, and hospital—is emphasized. Special work is done with dialysis patients, transplant patients, patients with malignancy, and those undergoing intensive care. The clerkship is planned as an experience in all areas, with emphasis depending upon student interest and needs.
Prerequ: PSYCH 601; Elective; 8 weeks.

PSYCH 603

Child Psychiatry. SU, FA, WI, SP. Director: P. Fink, M.D. The important variations in behavior in the young are studied, with emphasis on various therapeutic approaches in the setting of a day hospital for children. The pediatric floor, private office, outpatient clinic section and the Child Psychiatric Clinic are also utilized as settings for clinical observations.
Prerequ: PSYCH 601; Elective; 8 weeks.

PSYCH 604

Adult Psychiatry. SU, FA, WI, SP. Director: J. Cavanaugh, M.D. The objective of this elective is to increase the student's knowledge of various psychiatric disorders and to provide an opportunity to improve skill in therapy. Drug therapy, individual psychotherapy, family therapy, and group therapy are studied. Emphasis is placed on crisis management and brief therapy in a setting providing continuity of care, including in-home visits, community clinics, hospital clinics, partial hospitalization, and full-time hospitalization.
Prerequ: PSYCH 601; Elective; 8 weeks.

PSYCH 631

Medical Psychotherapy. SU, FA, WI, SP. Director: Phillip S. Epstein, M.D. The varieties of psychotherapies are reviewed and the essentials of medical psychotherapy are studied in detail. The application of group systems is developed. Practical supervised experiences provide the means by which psychotherapeutic interventions are learned. The emphasis will be on some of the newer brief techniques, such as cognitive therapy and interpersonal therapy. The interfacing of individual medical psychotherapy with neuropsycho-pharmacotherapy and social system therapies will also be elaborated.
Prerequ: PSYCH 601; elective; 8 weeks, may be extended.

PSYCH 641 *Law and Psychiatry.* SU, FA, WI, SP. Director: James L. Cavanaugh, M.D. The Section on Psychiatry and the Law provides the elective student with a comprehensive clinical and academic introduction to socio-legal issues in contemporary psychiatric practice and research. Through clinical rotation at the Isaac Ray Center of the Department of Psychiatry, the student will gain first hand experience in the evaluation and treatment of selected mentally ill offenders under supervision. The student also will be expected to cover a reading list dealing with the important topical issues in social-legal psychiatry: civil commitment, competency to stand trial, the insanity defense, right to treatment, right to refuse treatment, confidentiality and privilege, etc. Participation in an on-going appropriate research project is encouraged. The student receives individualized instruction from an attorney, a post doctoral fellow in law and psychiatry, the director of the section, and appropriate staff of the Isaac Ray Center.
Prerequ: PSYCH 601; elective; 8 weeks.

PSYCH 681 *Community Psychiatry.* SU, FA, WI, SP. Directors: M. Orloff, M.D., Y. K. Ahluwalia, M.D. By assignment to a community clinic and through seminars and didactic exercises, the theory and practice of the current concepts of community psychiatry are studied. Treatment team visits to the home aid in developing direct experience in diagnostic and short-term treatment. The concept of the medical care team is primary in the provision of these mental health services.
Prerequ: PSYCH 601; Elective; 8 weeks.

PSYCH 682 *Alcoholic Treatment Program.* SU, FA, WI, SP. Directors: J. Tilkin, M.D., V. Pisani, Ph.D. This experience involves the inpatient therapeutic milieu. The multidisciplinary diagnostic and treatment approach to acute, intermediate, and long-term management and rehabilitation of patients with alcoholism is studied. The medical, biological, educational, social, environmental, behavioral, and psychological aspects of alcoholism are studied in the therapeutic situation. The pursuit of special interests is encouraged.
Prerequ: PSYCH 601; Elective; 8 weeks.

Radiology

RADIO 601 *Diagnostic Radiology.* SU, FA, WI, SP. Director: Y. Adler, M.D. Basic radiologic principles are demonstrated and the role of diagnostic radiology as a clinical setting for patient care and medical and surgical specialty consultations are emphasized. Seminars, classes, and programmed material especially prepared for medical students are provided. Elective experience in several departmental subsections is available.
Prerequ: INMED 601, SURGY 601, PEDS 601; Elective; 4 weeks.

RADIO 606 *Nuclear Medicine.* SU, FA, WI, SP. Director: E. Fordham, M.D. All facets of the disciplines of nuclear medicine are studied, with particular emphasis on radionuclide scanning of organ systems for diagnostic and research purposes. Emphasis is on pathophysiologic correlation and case study. Literature review and individual topics are encouraged to provide in-depth study in the broad field of nuclear medicine.
Prerequ: INMED 503; Elective; 4 weeks.

Surgery

SURGY 601 *Clerkship in Surgery.* SU, FA, WI, SP. Director: A. Doolas, M.D. The principles of preoperative and postoperative care, the diagnosis of surgical disease, indications for surgery, and the physiological principles of surgery are stressed through the case study method, consisting of three patients per week. Technical experience is provided in the operating rooms. Daily lectures and conferences provide additional direct contact with faculty. In addition to general surgery, the students choose from available surgical electives to complete the clerkship.
Prerequ: CLTUT 512; Requ: Third or Fourth Year; 12 weeks.

SURGY 602 *Surgical Technique.* SU, FA, WI, SP. Directors: D. Monson, M.D., H. Paul, M.D., M. Haklin. The course is conducted in the large animal laboratory from 1-5 p.m. on Monday for ten weeks. The objective of the course is to acquaint the surgical student with scrubbing technique, operating room etiquette, gowning, draping, and instrument handling, and provides a basic introduction to fundamental techniques in the various fields of surgery. These include the proper usage of instruments, knot-tying, suture handling, arterial and venous cut-downs, tracheostomy, gastrointestinal anastomoses, genitourinary surgery, plastic surgery, and the ethics of the animal laboratory; postoperative follow-up is expected.
Prerequ: SURGY 601; Elective; 10 weeks.

SURGY 604 *Advanced Clerkship in Surgery.* SU, FA, WI, SP. Director: H. Southwick, M.D. The student assumes many of the duties and responsibilities of a resident physician. This includes responsibility for preoperative and postoperative care, participation in surgery, and rotating on-call service. The work is primarily with hospitalized patients, with opportunity for ambulatory and elective surgery. Independent library investigative projects are assigned.
Prerequ: SURGY 601; Elective; 12 weeks.

SURGY 605 *Anesthesiology.* SU, FA, WI, SP. Director: W. Gottschalk, M.D. The program enables medical students to have sufficient instruction in anesthesiology and related topics to develop the following knowledge and skills: recognize the need for and conduct cardiopulmonary resuscitation (CPR); learn airway management; recognize respiratory inadequacy and conduct artificial ventilation with mask and bag; recognize circulatory inadequacy and initiate support of the failing circulation; induce topical and infiltrative anesthesia safely; understand the actions and interactions of depressant and stimulant drugs commonly encountered or used by anesthesiologists; and participate in preoperative evaluation and preparation of surgical and obstetric patients. Elective; 4 weeks.

SURGY 606 *Clinical Transplantation.* SU, FA, WI, SP. Director: F. Merkel, M.D. The clinical aspects of transplantation, including donor and recipient surgery and preoperative and postoperative care are studied. The student participates in organ preservation as well. Seminars on the fundamental and clinical aspects of transplant immunology are held. Prerequ: SURGY 601; Elective; 4-12 weeks.

SURGY 607 *Transplantation Research.* SU, FA, WI, SP. Director: F. Merkel, M.D. The primary emphasis is laboratory research in the animal, perfusion, and immunologic laboratories. The student is responsible for supervised research in organ transplantation, transplant immunology, and other clinically oriented problems.
Prerequ: SURGY 601; Elective; 12 weeks.

SURGY 611 *Cardiovascular Surgery.* SU, FA, WI, SP. Director: H. Najafi, M.D. This course emphasizes the clinical and laboratory diagnosis of cardiac (both congenital and acquired) and vascular disorders considered for surgical management. Indications for surgery, preoperative evaluation and postoperative care are discussed at patient rounds, in conferences, and on an individualized basis. In addition, ample opportunities are offered for students to observe and, in certain instances, to participate in vascular and open heart surgery.
Prerequ: SURGY 601; Elective; 4 weeks.

SURGY 616 *Plastic and Reconstructive Surgery.* SU, FA, WI, SP. Director: J. Curtin, M.D. The basic surgical principles of wound care, wound treatment, and general techniques associated with the treatment of acute trauma, burns, lacerations, and blunt trauma are studied. Experience is provided in excisional and reparative surgery and in the plastic surgical management of neoplasms.
Prerequ: SURGY 601; Elective, 6-8 weeks.

SURGY 626 *Principles of Urology.* SU, FA, WI, SP. Director: C. McKiel, Jr., M.D. This clerkship provides further experience in the diagnosis and management of urological problems as a supplement to the basic clerkship in surgery. Opportunties are available to learn the basic diagnostic and therapeutic techniques employed in urology.
Prerequ: SURGY 601: Elective; 4 weeks.

SURGY 627 *Genitourinary Neoplasia.* SU, FA, WI, SP. Director: M. Flanagan, M.D. This course is designed to present the basic concepts of neoplasia, using the genitourinary neoplasms as models. These neoplasms have been selected because collectively they span the entire spectrum of malignancy. The student actively participates in the management of both hospitalized and ambulatory patients. Multidisciplinary seminars and individual projects are available. Departmental approval required. Prerequ: SURGY 601; Elective; 4 weeks.

SURGY 651 *Clinical Orthopedics.* SU, FA, WI, SP. Director: G. Landon, M.D. The primary emphasis is on examination, diagnosis, pathology, and treatment of conditions affecting the musculoskeletal system. The student participates in clinical work in physicians' offices and hospital facilities such as the cast room and the operating room. Audiovisual materials from the orthopedic library are available.
Prerequ: SURGY 601; Elective; 4 weeks.

SURGY 652 *Orthopedic Research.* FA., SP. Director: J. Galante, M.D. Research and bioengineering as applied to the musculoskeletal system are studied with particular emphasis on the pathomechanics of human gait, mechanics of lifting, experimental use of implants in animals and their effects on biologic systems. The research laboratories of the department are available for independent projects and preceptorial work.
Prerequ: SURGY 601; Elective; 8 weeks.

SURGY 653 *Spinal Afflictions.* FA, WI, SP. Director: R. DeWald, M.D. The course is designed to introduce the student to spinal deformities in clinical practice, their radiology, pathology, and surgery. Individual projects are required. Practical work is available in materials engineering.
Prerequ: SURGY 651; Elective; 12 weeks.

SURGY 654 *Hand Surgery.* SU, FA, WI, SP. Director: R. Schenck, M.D. Hand Surgery combines techniques of both plastic and orthopedic surgery. Operative technique is broadened by exposure in the office for preoperative selection and postoperative management of patients. A basic reading list will provide the fundamentals, and microsurgical practice is available in the laboratory preparatory for reconstruction and replantation.
Prerequ: SURGY 601; Elective; 4 weeks.

SURGY 656 *Clinical Neurosurgery.* SU, FA, WI, SP. Director: W. Whisler, M.D., Ph.D. This clinical clerkship expands upon and demonstrates the practical application of neurological sciences. The emphasis is on diagnosis and pathophysiological correlation of diseases of the nervous system. Practical application of neurosurgical management and diagnosis as well as the treatment of neurosurgical emergencies is studied in detail.
Prerequ: SURGY 601; Elective; 4 weeks.

SURGY 657 *Principles of Ophthalmic Examination.* SU, FA, WI, SP. Director: W. Deutsch, M.D. Under the supervision of the staff, practical instruction is provided in the essentials of ophthalmic examination. Special emphasis is on the proper use of instruments.
Prerequ: CLTUT 512; Elective; 2 weeks.

SURGY 658 *Research in Ophthalmology.* SU, FA, WI, SP. Director: W. Frank Hughes, Ph.D. Research projects are available for students with a special interest in ophthalmology. Individual projects may be arranged with the department in cooperation with appropriate basic science or clinical departments.
Prerequ: INMED 601; SURGY 601; Elective; 12 weeks.

SURGY 659 *Otolaryngology.* SU, FA, WI, SP. Director: D. Caldarelli, M.D. Clinical experience is provided in the diagnosis and management of patients with diseases of the ear, nose, throat, head, and neck. Office practice, in addition to the care of hospitalized patients, provides the basis for clinical instruction, with emphasis on case study and proper use of instruments. Departmental pathology, radiology, and otology conferences and journal club are included. A head and neck anatomic instruction course is provided and a multidisciplinary head and neck conference is available.
Prerequ: SURGY 601; Elective; 4 weeks.

SURGY 661 *Surgical Oncology.* SU, FA, WI, SP. Director: S. Economou, M.D. Concentrated experience in the surgical diagnosis and management of patients with tumors is provided. Correlation of surgical problems with anatomic and pathological physiology is stressed, including examination of gross and microscopic tissue. Attendance at the tumor clinic, tumor conference, and head and neck tumor conference is required.
Prerequ: SURGY 601; Elective; 6-12 weeks.

SURGY 670 *Speech and Hearing.* SU, FA, WI, SP. Director: V. Wolfe, Ph.D. The course includes an introduction to speech, language and hearing problems. Observation and interaction with patients demonstrating aphasia, dysarthria, stuttering, cleft palate, and developmental speech abnormalities are provided. Experience in interpretation of basic hearing assessment, as well as special auditory tests to differentiate conductive and sensoryneural hearing loss; cochlear and retrocochlear pathology; and nonorganic and organic hearing loss is also provided.
Prerequ: CLTUT 512; Elective; 2-4 weeks.

SURGY 671 *Thoracic Surgery.* SU, FA, WI, SP. Director: C. Kittle, M.D. The diagnosis, operative, and postoperative care of patients with pulmonary and esophageal disorders are studied in both hospitalized and ambulatory patients. In addition to assisting in patient care, topics are assigned for discussion. Conferences and independent projects are encouraged.
Prerequ: SURGY 601; Elective; 4 weeks.

Departments

The following are departments in Rush Medical College

I. Biological and Behavioral Sciences

- Anatomy
- Biochemistry
- Immunology
- Microbiology
- Pharmacology
- Physiology
- Psychology and Social Sciences

II. Medical Sciences and Services

- Dermatology
- Family Practice
- Internal Medicine
- Neurological Sciences
- Nuclear Medicine
- Pathology
- Pediatrics
- Physical Medicine and Rehabilitation
- Preventive Medicine
- Psychiatry

III. Surgical Sciences and Services

- Anesthesiology
- Cardiovascular-Thoracic Surgery
- Diagnostic Radiology
- General Surgery
- Neurological Surgery
- Obstetrics and Gynecology
- Ophthalmology
- Orthopedic Surgery
- Otolaryngology and Bronchoesophagology
- Plastic and Reconstructive Surgery
- Therapeutic Radiology
- Urology

Rush Medical College
Faculty Roster by Department

Anatomy

Schmidt, Anthony J., B.A., M.S., Ph.D., Chairperson

Colgan, James A., B.S., Ph.D., Assistant Professor
Dinsmore, Charles E., A.B., Ph.D., Assistant Professor
Durica, Thomas E., B.S., Ph.D., Assistant Professor
Galante, Jorge O., B.A., M.D., D.M.Sc., Professor, Professor of Orthopedic Surgery, PSLH
Hovde, Christian, A.B., M.A., Ph.D., D.D., Assistant Professor, Associate Professor of Religion and Health, Assistant Professor of Psychiatry
Hughes, W. Franklin, A.B., M.S., Ph.D., Associate Professor
Jacob, Susan K., B.S., Ph.D., Assistant Professor
Khedroo, Lawrence G., B.S., D.D.S., M.D., Assistant Professor, Assistant Professor of General Surgery, SCH
Khodadad, Jena K., B.S., M.S., Ph.D., Assistant Professor, Assistant Professor of Pathology
Maibenco, Helen C., B.S., M.S., Ph.D., Professor
Martinek, John J., B.Ed., Ph.D., Associate Professor, Associate Professor, Grinnell College
Schmidt, Anthony J., B.A., M.S., Ph.D., Professor and Chairperson
Seale, Raymond U., B.S., M.A., Ph.D., Associate Professor

Anesthesiology

Ivankovich, Anthony D., M.D., Professor and Chairperson

Acuna, Antonio, B.S., M.D., Assistant Professor, PSLH
Badrinath, Shyamala K., M.B.B.S., Assistant Professor, PSLH
Boggs, Roy, B.A., M.D., Associate Professor, PSLH
Bondoc, Felipe, B.S., M.D., Associate, MSHMC
Braun, Hildegard, Ph.D., Assistant Professor, Assistant Professor of Surgery, PSLH
Co, Licenia L., A.A., M.D., Associate Professor, MSHMC
Diamond, Bruce I., B.A., M.S., Ph.D., Assistant Professor, MSHMC
Djordjevich, Ljubomir, D.E., M.S., Ph.D., Assistant Professor, PSLH
Doncheff, Iwan, B.S., M.D., Assistant Professor, CH
Duque, Adoracion, M.D., Instructor, MSHMC
Ecanow, Bernard, Ph.D., Visiting Professor, PSLH
El Ganzouri, Abdel R., P.N.S., M.B.B.C., F.R.C.S., Assistant Professor, PSLH
El Naggar, Moustafa, M.B.B.C., Associate Professor, PSLH

Key:
CDH—Central DuPage Hospital Staff
CH—Christ Hospital Staff
CMGH—Community Memorial General Hospital
GCH—Galesburg Cottage Hospital Staff
MSHMC—Mount Sinai Hospital Medical Center Staff
PSLH—Presbyterian-St. Luke's Hospital Staff
SCH—Swedish Covenant Hospital Staff
SRH—Schwab Rehabilitation Hospital Staff
WSH—West Suburban Hospital Staff

Elbaz, Nabil M.I., M.D., Assistant Professor, PSLH
Ford, Erica W., M.B.C.H., F.R.A.P., Assistant Professor, PSLH
Garla, Prabhakah G.N., M.D., Assistant Professor, PSLH
Gottschalk, William, B.A., M.D., Professor and Acting Chairperson, Director of Section of Obstetric Anesthesia, Professor of Obstetrics and Gynecology, PSLH
Hahn, W. Robert, B.A., M.D., Visiting Assistant Professor, WSH
Han, Kyung Min, M.D., Assistant Professor, PSLH
Havdala, Henri S., B.S., M.D., Professor, MSHMC
Heckel, V. Eileen, B.S., M.D., Associate Professor, PSLH
Heller, Floyd N., B.S., M.D., Associate Professor, PSLH
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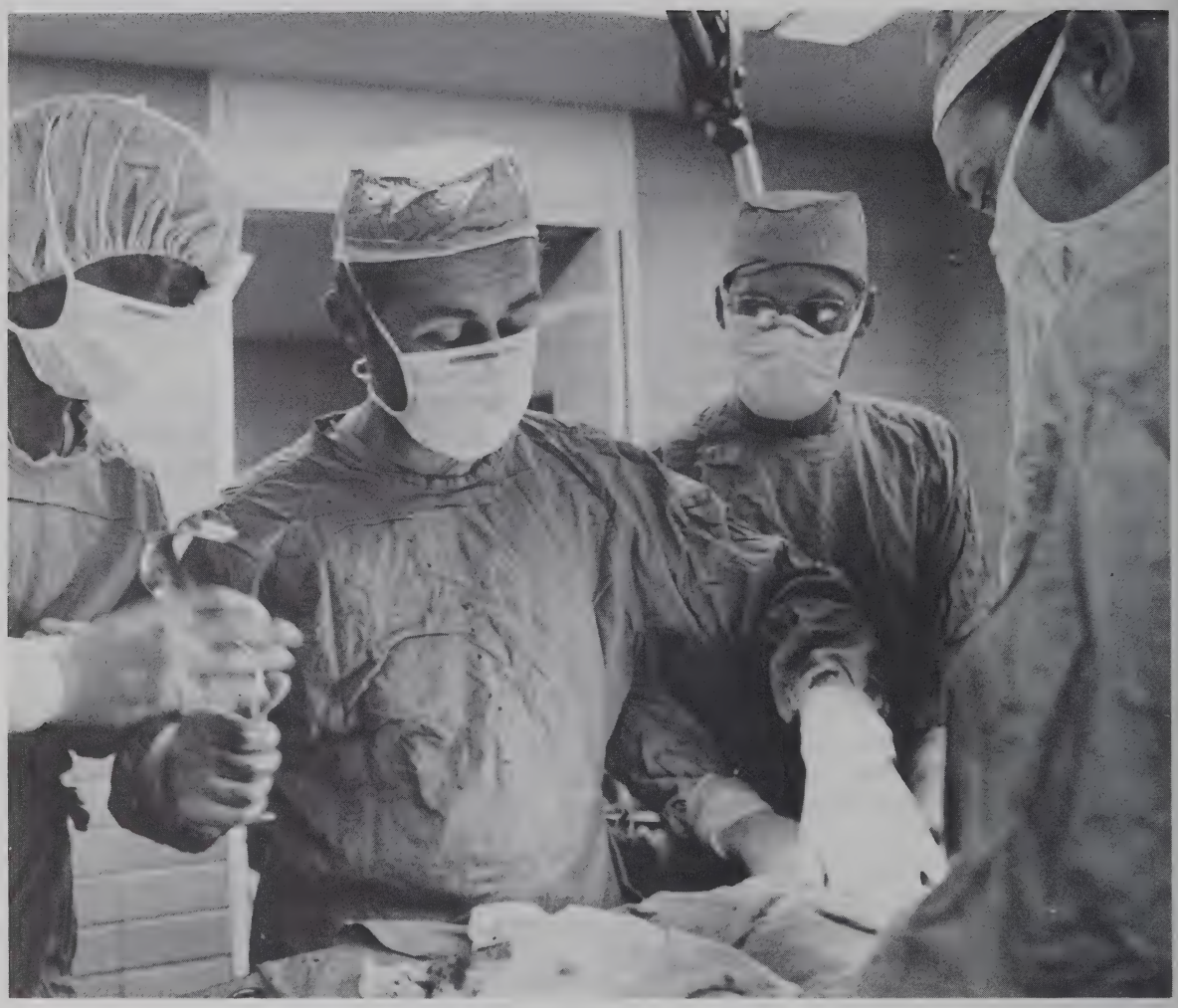

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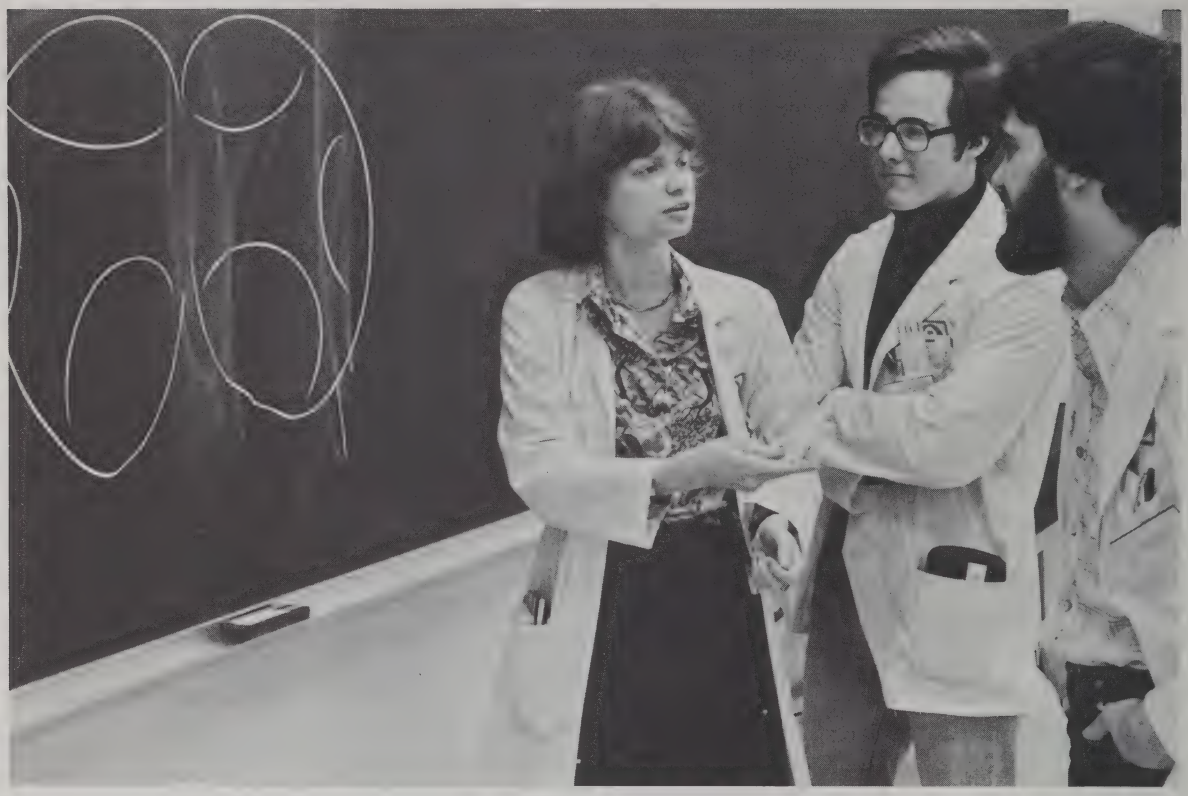

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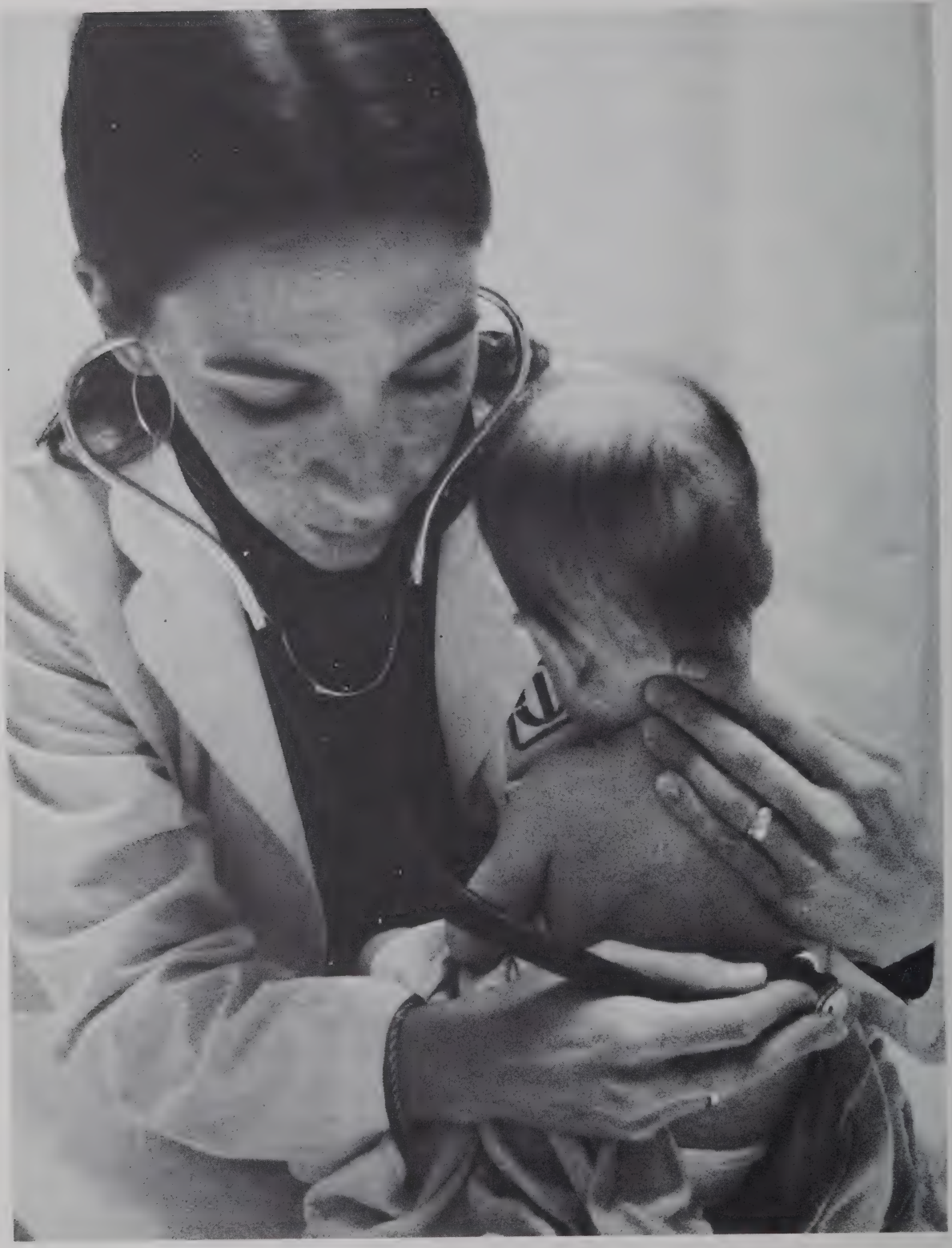

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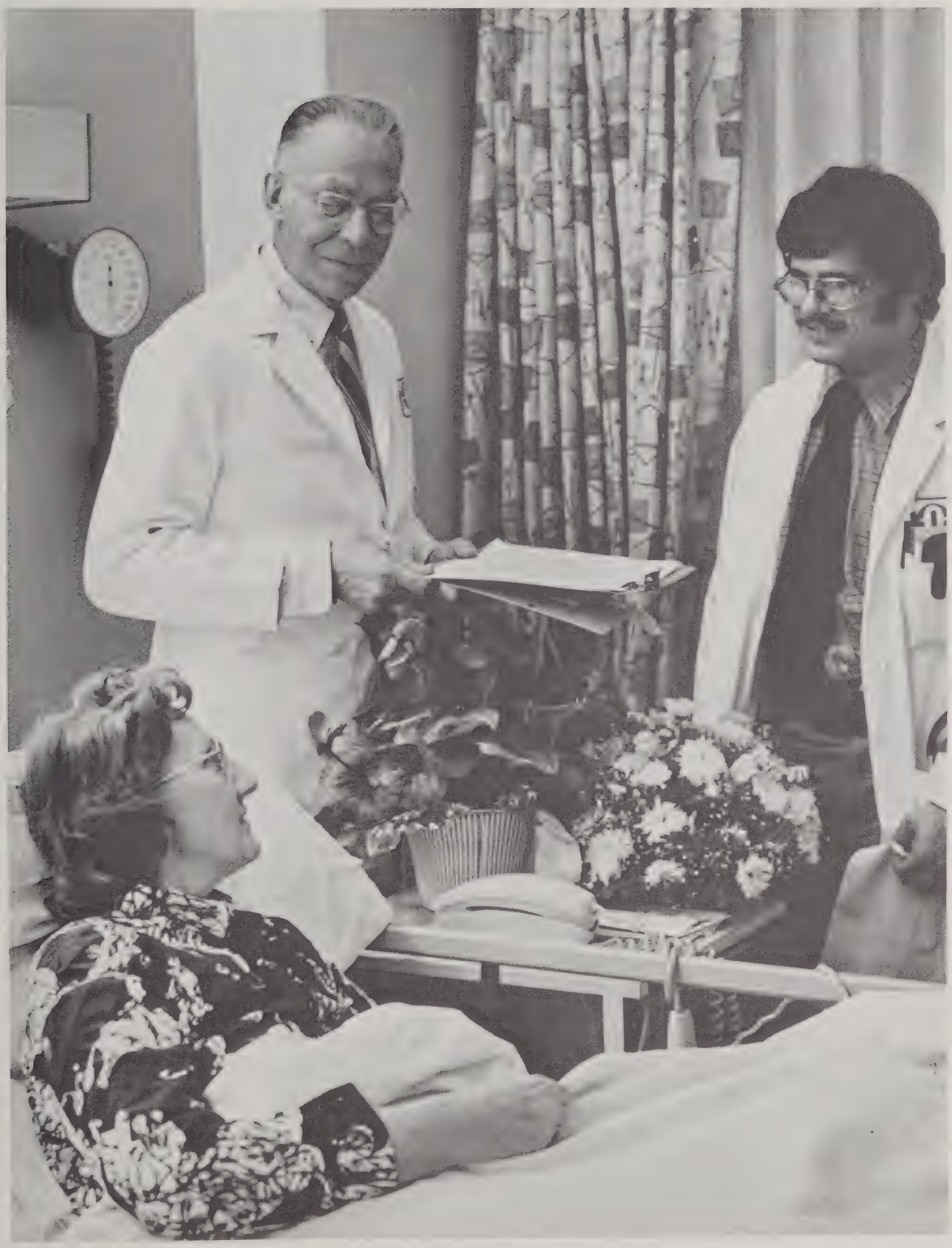
Rush Medical College
First Postgraduate Year Appointments—Class of 1980

Name	Program—Institution
Jose Allongo	Internal Medicine, Rush—Christ
Samuel Amstutz	Flexible, University of Colorado—St. Luke's
David Appleby	Orthopedic Surgery, University of Pittsburgh
Thomas Baier	Orthopedic Surgery, Southern Illinois University
Mary Barton	Public Health; Crossroads to Africa, Nigeria
Richard Berglund	General Surgery, U.S. Naval Hospital, Oakland
Gregory Blackburn	Internal Medicine, University of Washington, Spokane
Paul Boetcher	Internal Medicine, U.S.C.—Los Angeles County
Stephen Borowitz	Pediatrics, Vanderbilt University
Allen Braun	Internal Medicine, University of Illinois—Lutheran General
Janne Breadon	Flexible, Northwestern—Columbus-Cuneo-Cabrini
Charlotte Brody	Obstetrics & Gynecology, Rush—Presbyterian-St. Luke's
John Buckley	Internal Medicine, University of Colorado
M. Elizabeth Butcher	Internal Medicine, Northwestern University
Bruce Campbell	Otolaryngology, Medical College of Wisconsin
Gaston Carrasco	Internal Medicine, Rush—Presbyterian-St. Luke's
Karen Casciaro	Internal Medicine, University of West Virginia
Robert Chase	Internal Medicine, University of Iowa
Antonio Chaviano	General Surgery, Rush-Presbyterian-St. Luke's Hospital
Grace Chu	Internal Medicine, University of Pittsburgh
Mary Cunnane	Obstetrics & Gynecology, University of Rochester
Theresa Dabek	Family Practice, Northwestern—St. Joseph's
Ilham Deloomy	Internal Medicine, Tulane University
Frances Deppe	Internal Medicine, Northwestern University
Michael DeStefano	Pediatrics, Rush—Christ
William Donaldson	General Surgery, Rush—Presbyterian-St. Luke's
John H. Edwards	Psychiatry, Rush—Presbyterian-St. Luke's
Neal Epstein	Internal Medicine, University of Minnesota
Randy Epstein	Ophthalmology, Rush—Presbyterian-St. Luke's
James Fackler	Pediatrics, Johns Hopkins University
David Falk	Internal Medicine, Chicago Medical School—Cook County
James Faulkner	General Surgery, Rush-Presbyterian-St. Luke's
Jeffrey Fireman	Pediatrics, University of Chicago—Michael Reese
David Fletcher	Flexible, U.S. Army—Walter Reed
Martin Fortier	Internal Medicine, Chicago Medical School—Cook County
Julie Freischlag	General Surgery, University of California, Los Angeles
Oren Friedman	Internal Medicine, Rush—Presbyterian-St. Luke's



Jack Fuhrer	Internal Medicine, Rush—Presbyterian-St. Luke's
Robert Gillio	Internal Medicine, Mayo Graduate School of Medicine
Robert Glinert	Internal Medicine, Northwestern—Evanston
Julie Goepel	Family Practice, University of Maryland
Paul Gorman	Internal Medicine, Rush—Presbyterian-St. Luke's
Catherine Groteleuschen	Internal Medicine, Rush—Presbyterian-St. Luke's
Janice Guziec	Internal Medicine, Rush—Presbyterian-St. Luke's
Paul Hannah	Internal Medicine, Rush—Grant
Richard Hayes	Diagnostic Radiology, Wayne State —William Beaumont
Donald Heiman	Internal Medicine, University of Cincinnati—Cincinnati General
Martha Hernandez	Family Practice, Northwestern—St. Joseph's
Edward Hirsch	Family Practice, University of Illinois, Peoria—St. Francis
Jean Holley	Internal Medicine, Rush—Presbyterian-St. Luke's
Keith Jorgensen	General Surgery, Tufts—St. Elizabeth's
Carol Krohm	Family Practice, University of Illinois, Rockford
Andrea Lang	Internal Medicine, Rush—Presbyterian-St. Luke's
Michael Laws	Family Practice, Rush—Presbyterian-St. Luke's/Christ
Scott Lederhaus	General Surgery, University of California, Davis
Jay Levin	Orthopedic Surgery, Rush—Presbyterian-St. Luke's
Barbara Loeb	Internal Medicine, Loyola University
Susan Lyon	Otolaryngology, Northwestern University
Steven Maier	Family Practice, University of California, Los Angeles
Philip Maple	Internal Medicine, University of Texas
Wayne Margolis	Internal Medicine, University of Texas Southwestern
Marilyn Marx	General Surgery, University of North Carolina
Carolyn Mies	Pathology, Tufts University
Mark Mills	Psychiatry, Rush—Presbyterian-St. Luke's
Marilyn Mitchell (McGahey)	Obstetrics & Gynecology, University of Chicago
Sara Gottlieb Monroe	Internal Medicine, Medical College of Virginia
Edson Moody	Diagnostic Radiology, University of West Virginia
James Moyer	General Surgery, Pennsylvania State, Hershey
Steven Mulawka	Orthopedic Surgery, Wayne State—William Beaumont
Richard Murray	Internal Medicine, University of Minnesota
Madeleine Neems	Internal Medicine, University of Chicago—Michael Reese
Lois Nora	Family Practice, Rush—Community Memorial General
James Novak	Obstetrics & Gynecology, University of California, Davis
Morris Papernik	Family Practice, Rush—Presbyterian-St. Luke's/Christ
Valerie Perks	Internal Medicine, Rush—Presbyterian-St. Luke's
Russell Petrak	Internal Medicine, Rush—Presbyterian-St. Luke's
Patricia Maney Picchetti	Pediatrics, University of Iowa
Patricia Polin	Flexible,University of Illinois—Weiss Memorial
Mary Rascia	Internal Medicine, University of Rochester
Carla Rodgers	Obstetrics & Gynecology, Chicago Medical School—Cook County
Marjorie Mintz Rosenbaum	Internal Medicine, Northwestern University
William Ross	Family Practice, Univ. of Calif., Irvine—Long Beach Mem.
Bruce Ruekberg	Internal Medicine, Rush—Christ
Hugh Russell	Internal Medicine, Rush—Grant
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John Schousboe	Internal Medicine, University of Oregon
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Stanley Shapiro	Internal Medicine, Case Western Reserve—Metropolitan
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Neil Smith	Internal Medicine, Yale University
Glen Solomon	Internal Medicine, U.S. Air Force—Wright Patterson
Demetra Soter	Pediatrics, Chicago Medical School—Cook County
Bruce Spiess	Anesthesiology, Mayo Graduate School of Medicine
Andrew Stasic	Anesthesiology, U.S. Air Force—Wilford Hall
Rhonda Stein	Internal Medicine, University of Chicago—Michael Reese
Angela Stewart	Pediatrics, East Carolina—Pitt Memorial
Jonathan Stout	Family Practice, University of California, Davis
Aimée St. Pierre	Psychiatry, Rush—Presbyterian-St. Luke's
Daniel Sullivan	Internal Medicine, Chicago Medical School—Cook Cunty
Anthony Thomas	Pathology, Rush—Presbyterian-St. Luke's
Ricky Thomas	Family Practice, University of Illinois—Illinois Masonic
Robert Trauscht	Family Practice, University of Illinois—Lutheran General
Miles Vachula	Psychiatry, Northwestern University
Jamie Hayden von Roenn	Internal Medicine, Rush—Presbyterian-St. Luke's
Elizabeth Waldron	Internal Medicine, Loyola University
Karen Warner	Family Practice, Univ. of Connecticut—Middlesex Memorial
Peggy Warren	Internal Medicine, Tufts—Newton-Wellesley
Virginia Welch	Psychiatry, University of West Virginia
Martha Wiedman	Otolaryngology, Rush—Presbyterian-St. Luke's
Marshall Williams	Family Practice, Univ. of California, Davis—San Joaquin
Peter Witt	Internal Medicine, University of Illinois—Lutheran General
Michael Wolfson	Pathology, Rush—Presbyterian-St. Luke's
C. Graham Woodward	Internal Medicine, University of West Virginia
David Todd Wyne	Internal Medicine, University of California, Los Angeles—Cedars Sinai
Leslie Yamamoto	Internal Medicine, Rush—Presbyterian-St. Luke's
Charles Zacharias	Diagnostic Radiology, Rush—Presbyterian-St. Luke's
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Rush Medical College

College of Nursing

College of Health Sciences

Affiliated First Year Colleges

Grinnell College, Grinnell, Iowa
Knox College, Galesburg, Illinois

Hospital Network

Bethany Hospital, Chicago, Illinois
Central DuPage Hospital, Winfield, Illinois
Christ Hospital, Oak Lawn, Illinois
Community Memorial General Hospital, LaGrange, Illinois
Galesburg Cottage Hospital, Galesburg, Illinois
Grant Hospital of Chicago
Mile Square Health Center, Chicago, Illinois
Mount Sinai Hospital Medical Center, Chicago, Illinois
Schwab Rehabilitation Hospital, Chicago, Illinois
Skokie Valley Community Hospital, Skokie, Illinois
Swedish Covenant Hospital, Chicago, Illinois
West Suburban Hospital, Oak Park, Illinois

For Further Information

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Office of the Registrar Rush University	(312) 942-5681
Office of Student Affairs Rush University	(312) 942-6940
Office of Student Financial Affairs (Bursar) Rush University	(312) 942-6584
Office of Student Financial Aid Rush University	(312) 942-6256

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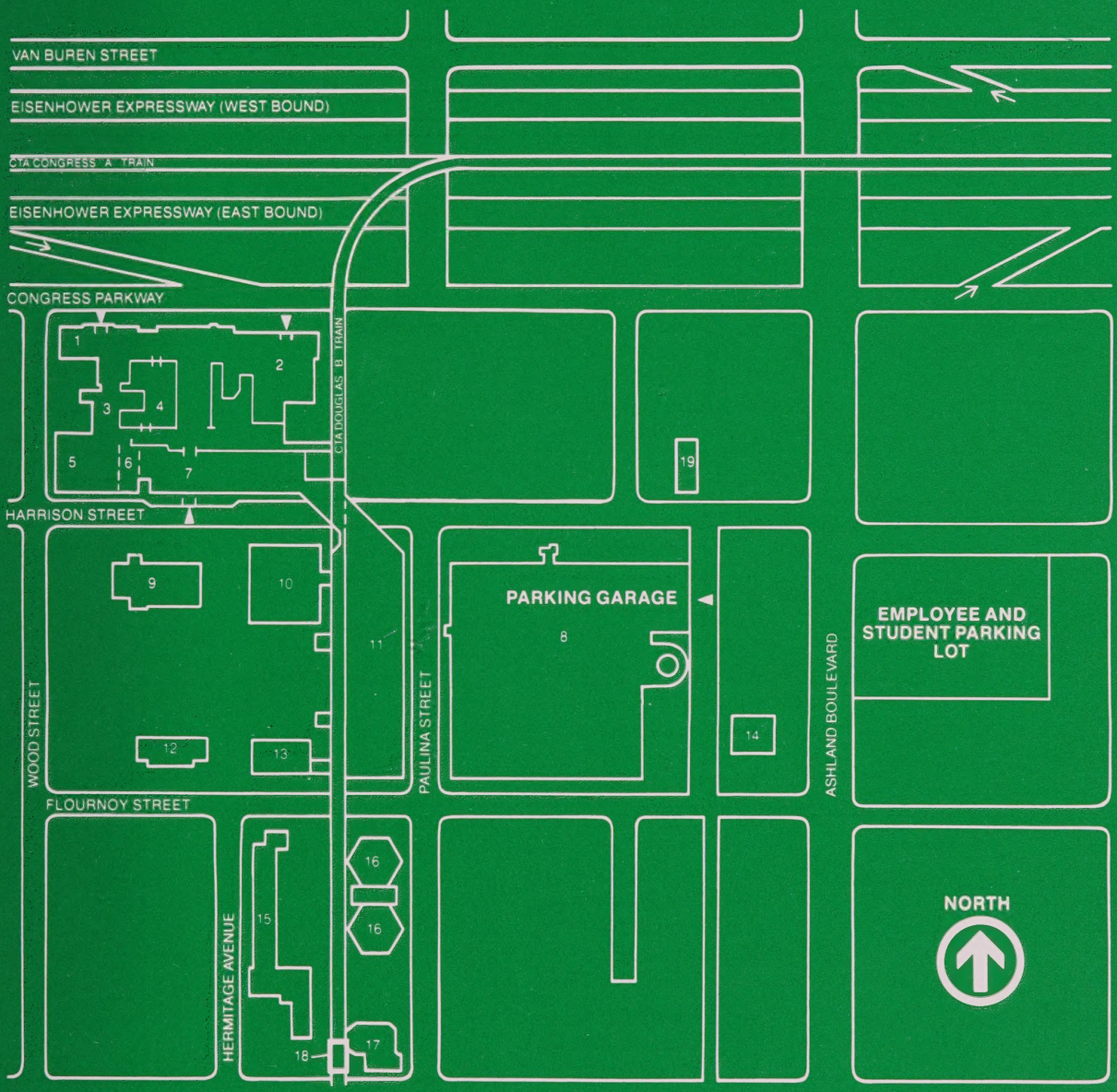
Rush-Presbyterian-St. Luke's Medical Center
Rush University Campus



1. Jones Pavilion
2. Kellogg Pavilion
3. Murdock
4. Cafeteria
5. Rawson
6. Senn
7. Jelke Southcenter
8. Parking Garage
9. Schweppe-Sprague Building
10. Professional Building
11. Academic Facility
12. Kidston Apartments
13. McCormick Apartments
14. Laurance Armour Day School
15. Marshall Field IV Mental Health Center
16. Johnston R. Bowman Health Center for the Elderly
17. Central Refrigeration Plant
18. Polk Street Station, CTA
19. Warehouse